University 101

Information

Literacy Unit

Instructor

Manual

Fall 2016

Contributing Authors:
Jill Becker
Michelle Reed
Stephanie Gamble
Sofia Leung

Adapting this Resource

Video tutorials used in Day 1 of this unit are located at http://guides.lib.ku.edu/evaluatingsources.

Project files for the game referenced in Section 2 are available in KU ScholarWorks at http://hdl.handle.net/1808/21508

Additional files related to this resource are available in KU ScholarWorks at http://hdl.handle.net/1808/23403

Contents

Overview

The University (UNIV) 101 Information Literacy Unit consists of three (3) consecutive class days including homework assignments and in-class activities. Additionally, there will be an exam at the conclusion of the unit. This exam will contribute to the student's course grade and will also be used for program assessment. This instructor manual contains everything that you need to deliver the Information Literacy Unit to your students.

If this is not your first time teaching UNIV 101, you may remember that previous years' information literacy sessions focused primarily on finding sources. This approach revealed inconsistencies among assignments and student learning across sections of UNIV 101. Additionally, librarians wanted to create a learning experience for students that was rooted in fundamental information concepts rather than simply finding sources. We believe that this approach will create a long-lasting foundation on which students will build their information skills. KU Libraries' staff utilized the Association of College and Research Libraries Framework for Information Literacy in Higher Education, to shape the Information Literacy Unit. The full Framework can be found here: **http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf.**

The Framework consists of six (6) frames that create "a conceptual understanding that organize concepts and ideas about information, research, and scholarship into a coherent whole" (ACRL, 2016). In particular, the Information Unit is centered around the "Authority is Constructed and Contextual" frame. This frame was selected to help students understand how to critically examine information in an academic context, rather than simply how to search for information. This frame in its entirety reads:

> **"Authority Is Constructed and Contextual: Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.**

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms (ACRL, 2016)."

Day one of the unit consists of an information cycle activity where each student analyzes a different source type. Day two consists of a discussion of authority as a criteria for evaluating sources in both academic and non-academic contexts. Day three is an active-learning game where students practice evaluating sources for markers of authority in scenarios with both academic and non-academic information needs. Finally, the unit ends with an exam that requires students to answer questions about the concepts they've learned and to apply what they learned throughout the unit to a new situation. In addition to the 3-day unit, the library has developed an online game about library anxiety that students will play prior to attending an event in the library to introduce them to library spaces and resources.

Day 1 and Day 3 of the unit require you to check-out materials from the Office of First-Year Experience. Be sure to plan ahead!

Learning Outcome

Students will demonstrate information literacy skills by identifying the credibility and authority of various information sources; students will recognize libraries and librarians as valuable resources in this process.

Content Overview

This manual is divided into sections based on each component of the Information Literacy Unit. Each day includes the following sections:

- **Pre-work –** For both you and your students to complete prior to each activity.
- **Purpose –** A short description of each activity and assignment.
- **Learning Outcome(s) –** What your students will learn as a result of each activity.
- **Materials –** What you need to bring to class each day
- **Instructor Overview –** Sets the context for each activity. This should be read before delivering each lesson.
- **Class Plan –** A brief outline of the day's activities.
- **Discussion Guide and/or Instructions –** A guide to help you lead your students in meaningful discussions about information sources.

It is highly recommended that you read through this manual prior to beginning the Information Literacy Unit with your students.

Icons
This manual contains visual icons to help you prepare for class and lead your students through each activity.

Pre-work that needs to be completed prior to each day's activity.

Materials are located on the UNIV 101 Instructor Resources Blackboard site.

Indicates something you should write on the board in class.

A question that you should pose to the class to guide the discussion.

Library Contact

Librarians from KU Libraries' Center for Undergraduate Initiatives & Engagement are available to speak with you about any questions you may have about teaching the Information Literacy Unit. We want you to feel fully prepared to teach these important concepts in your classroom. Please do not hesitate to contact us for support.

Jill Becker
Head of the Center for Undergraduate
Initiatives & Engagement
jkbecker@ku.edu
785-864-4661

Event Dates

The Learning Studio is a collaborative learning space on the 3rd and 4th floors of Anschutz Library. The Learning Studio event is an opportunity to get students into library spaces and to introduce them to library resources and the people who can help them to succeed at KU. In addition, this event is a co-curricular opportunity for students to meet students from other classes. We encourage you to attend this event with your students.

There will be two opportunities to attend the Learning Studio event:

- **September 26, 4–5 p.m.**
- **September 27, 4–5 p.m.**

Pre-work: Students will complete the KU Libraries online game, answering questions about their approach to library research. At the end of the game, they will be given a "Researcher Type." The variety of researcher types will shape the Learning Studio event so that students understand that there are many approaches to conducting library research. Students can complete the game at any time prior to the event. They should make note of their "Researcher Type" because they will be given resources based on this type.

KU Libraries Game

For instructors:
- ✓ Assign the KU Libraries online game. KU Libraries game link: **game.lib.dept.ku.edu**
- ✓ Provide event dates to your students. Attend event with your class.

The game link is also available on the UNIV 101 Instructor Resource Blackboard site.

A note on accessibility: All of the banner images in the game include alt text so they can be read by screen readers. The other images (thought bubbles and types) are decorative. The alt text for the decorative images is an empty attribute so that screen readers will skip these images.

For students:
- ✓ Complete the KU Libraries online game.
- ✓ Attend event.

Purpose: Get students into the Libraries' physical spaces and introduce them to library resources and staff.

Learning Outcome: Students will experience library spaces and resources in order to recognize KU Libraries as a partner in their academic success.

Information Cycle Activity

Pre-work: Students will complete an online learning module and source types worksheet in order to gain the source types vocabulary necessary to complete Day 1 of the Information Literacy Unit.

For instructors:

✓ View a short (4-5 minute) video about the information cycle: **https://www.youtube.com/watch?v=w9rSkYw0CKA&feature=youtu.be**. Do not assign this video to your students. This video is for instructors to view in order to facilitate the Information Cycle activity on Day 1 of the Information Literacy Unit.

✓ Review the Instructor Overview and Discussion Guide sections for Day 1.

✓ Check out an Information Cycle Kit from the Office of First-Year Experience.

✓ Assign PQRC Module 4 "How do I evaluate sources?" and the "Source Types Homework Guide."

✓ Print copies of the "Evaluating Sources Worksheet"

Bb PQRC Module 4 "How do I evaluate sources?" is available via the UNIV 101 Instructor Resource Blackboard site and can be copied into your own Blackboard course. The "Source Types Homework Guide" and "Evaluating Sources Worksheet" are also available via Blackboard and in the Appendices of this manual.

For students:

✓ Watch the "How do I evaluate sources?" video series (PQRC Module 4).

✓ While watching the videos, complete the "Source Types Homework Guide." This assignment takes approximately 20-30 minutes.

Purpose: The Information Cycle activity introduces students to a variety of source types, asks them to examine the various attributes of different source types, and to discuss the value of each source. Your role as instructor is to guide your students through the activity and facilitate the discussion of information sources.

Learning Outcomes:

Students will…

a) Identify the attributes of a source

b) Identify the source type

c) Describe the value of the source

Materials

Materials Needed:

a) Information Cycle Kit (check out from Office of First-Year Experience): This kit includes a variety of source types, such as books, journals, magazines, newspapers, photographs, and more.

b) Evaluating Sources Worksheets (available via Blackboard and in the appendices of this manual)

c) Master Source List (available via Blackboard and in the appendices of this manual)

d) Information Cycle Powerpoint (available via Blackboard)

e) Markers & Whiteboard (or chalk and chalkboard)

f) Colored Post-it notes or flags (included in Information Cycle Kit). You will need six different colors.

Instructor Overview

The Information Cycle activity and associated source types focus on a central event. The central event for this activity is the selection of Between the World and Me by Ta-Nehisi Coates as the 2016 KU Common Book. Some sources in the kit are linked closely with the book selection; other sources are linked broadly to the common book, such as those referencing first-year experience and KU history. The discussion you facilitate will help students see the connections between source types and open their eyes to the many directions that research can go. Below is a list of each source in the Information Cycle kit and a rationale for its inclusion. This rationale will provide the context that you need to facilitate discussion with your students.

The list includes 25 sources. <mark>Sources that are highlighted should be excluded in classes with fewer than 20 students.</mark> Additional information about each source is included in the Master Source List. The Master Source List (available via Blackboard) also includes links to some of the sources, which allows for students with disabilities to interact with electronic sources if necessary. You should post this list to your own Blackboard site.

Selection of 2016 KU Common Book

There are four (4) sources in the kit that are examples of how information is released following an event. Think back to the video that you watched in preparation for this activity. In the University of Tennessee video, the central event is Hurricane Katrina. When an event happens, the first publications are websites, media, and newspapers. KU's selection of this year's common book was immediately followed by the publication of these sources:

1. Press release –
"KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.
This press release, prepared by the KU News Service, was accessed on the local newspaper's website.

2. Social media –
Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

3. Non-scholarly periodical (newspaper) –
Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race, Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

4. Non-scholarly periodical (newspaper) –
Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7. Print.

Sources about the Book and Author
A little more broadly, but still related to the selection of the book at KU, are sources about the book and its author. There are five sources in the kit that are helpful for understanding and analyzing the book:

5. Non-scholarly book (nonfiction) –
Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.*

6. Website (.org) –
"Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016. Web. 2 June 2016.

7. Non-scholarly periodical (book review) –
Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

8. Non-scholarly periodical (book review) –
Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

9. Press release –
PR, Newswire. "Newly published book "Between the World and Us" is a workingman's response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015: Newspaper Source Plus. Web. 3 June 2016.

KU Common Book & Reading Programs Nationally
When students are asked to research a very new event, they may experience difficulty in locating scholarly sources about the event. In the situation of the 2016 common book selection, it's helpful to think about the larger context of common books. The following sources provide context for KU's program (10-11), allow for comparison with another KU common book (12-13), and provide information about common book/reading programs nationally (14-16).

10. Website (.edu) –
"History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

11. Non-scholarly periodical –
Kansas Alumni Magazine. 2012. Print.

12. Non-scholarly book (fiction) –
Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

13. Website/interview –
"Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016. http://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

14. Government document –
"Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

15. Non-scholarly periodical (trade) –
Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

16. Scholarly journal article -
Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

First-Year Experience Programs & Student Success
Information gleaned from the previous sources tells us that common books are a component of many first-year-experience programs, the aim of which is to help students succeed. There are three sources related to first-year-experience programs and topics of student success:

17. Scholarly journal article –
Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year Experience & Students in Transition 11.2 (1999): 7-32. Print.

18. Scholarly journal –
Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

19. Non-scholarly book –
Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

Historical Context of the University
The Wolf-Wendel et al. article published in the Journal of The First-Year Experience introduces us to the early stages of KU's program and its impact. To better understand the program and why it was created, it's helpful to place it in the context of the university's history. There are six sources related to KU history:

20. Book –
Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

21. Image –
D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

22. Scholarly book –
Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-2015. Lawrence: UP of Kansas, 2015. Print.

23. Government/archival document -
"Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

24. University document -
University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.
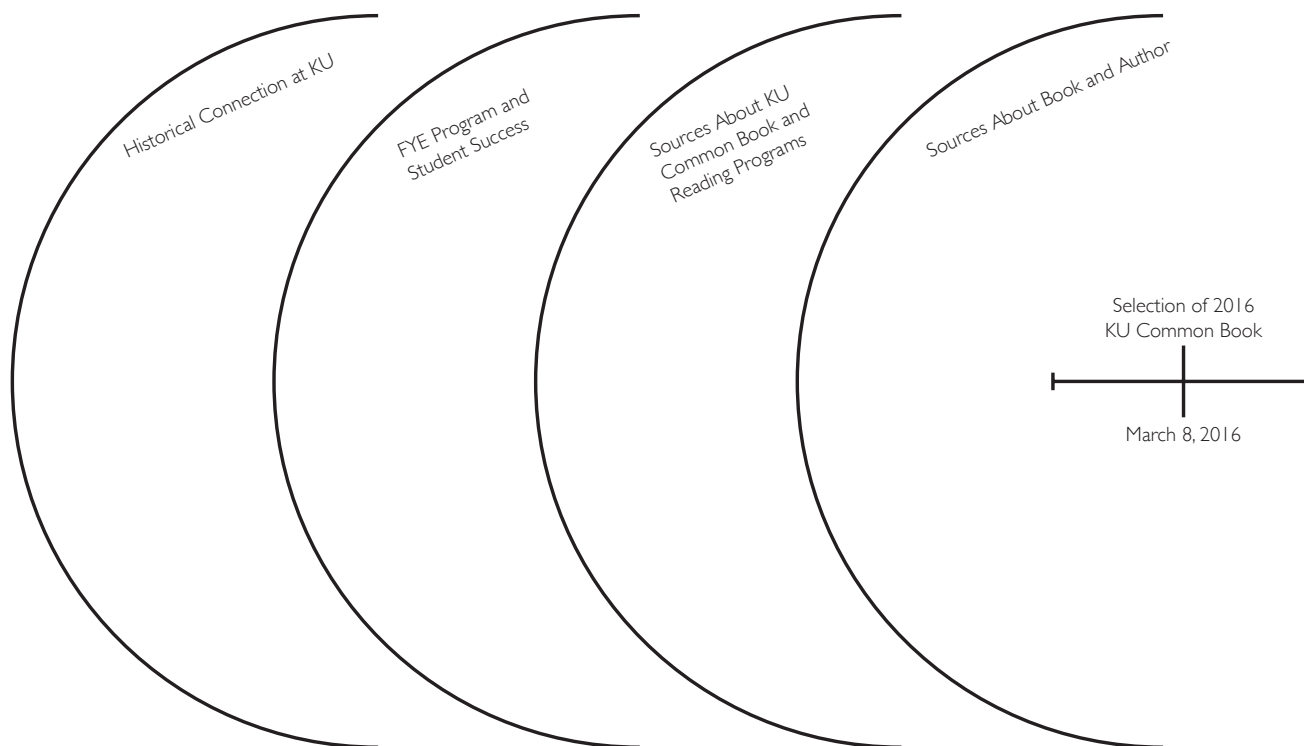
25. Non-governmental organization/data -
State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

Note: Students may include this source in an earlier category. That's okay.

Information Cycle Activity

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016 KU Common Book

March 8, 2016

Classroom Setup

a) Draw a line on the board that runs the length of the board.

b) Draw a hash mark on the line 3/4 of the way to the end.

c) Write "Selection of the 2016 KU Common Book – March 8, 2016" above the hash mark.

d) Draw half circles on the first 3/4 of the line to match the image below. **(see diagram above)**

e) [? Icon] What source types did you learn about in the online videos that you watched?

f) Make list of source types. You should end up with six (6) source type categories. Assign a separate colored Post-it to each category.

  i. Scholarly Periodicals

  ii. Scholarly Books

  iii. Non-Scholarly Periodicals

  iv. Non-Scholarly Books

  v. Websites/Social Media

  vi. Other (Government Documents, Data, Images Photographs, Archival Documents)

g) Give each student one source from the Information Cycle kit.

h) Give students a copy of the Source Evaluation Worksheet and ask them to complete the worksheet based on their information source. This should take approximately 10 minutes.

i) While students are completing the worksheet, pull up the Information Cycle PowerPoint.

j) Once the worksheet is complete, work through the prompts in the Discussion Guide. As you question students about their sources, students with the appropriate sources should move to the front of the room to discuss their source and its value and identify the correct colored Post-it note based on the source type.

k) Students write the date of their source on the Post-it, and place the Post-it in the correct section of the information cycle.

l) Conclude activity with discussion of the many ways a research topic can go.

m) Assign pre-work for Day 2 as identified in the next section of this manual.

Discussion Guide

Introduction:

a) Slide 1: As you learned in the modules you completed for homework, information can be communicated in a variety of formats, and different modes of communication usually have different purposes and audiences. The way that information is communicated following an event, who is involved in disseminating the information, and how the information is created and packaged changes over time. This is known as the "information cycle." We're going to talk briefly about the information cycle using Hurricane Katrina as an example.

b) Slide 2: When an event happens, information about it is usually shared first on social media, websites, and television and radio broadcasts, followed shortly thereafter by newspaper articles. At this stage in the information cycle, information about the event and its impact are pretty limited, and the dissemination of inaccurate information is common. As more time passes, magazines begin to publish articles with more detailed information drawing from a greater variety of sources. Months and sometimes years later, articles about the event begin to show up in scholarly journals.

[? Icon] Why do you think there is such a significant difference in the time it takes for articles to appear in newspapers versus for them to appear in scholarly journals?

[? Icon] Ask students to define what they mean by "peer review."

c) Slide 2, continued: There is a lag in publishing scholarly journals because the requirement of peer-review is a rigorous and time-consuming process intended to vet the quality of information being shared. Similarly, writers of books, which tend to be published a year or more after an event, invest significantly more time than journalists in reading, reviewing, and investigating information related to the event before publishing about it.

d) Slide 3: Understanding this cycle can be helpful in understanding where and when you can find sources related to an event and how those sources may be valued in different contexts. However, there are a couple of problems with this approach: First, information doesn't always unfold in a linear way. For example, an expert may publish an article in a scholarly journal that then becomes news and is shared with the public in popular news. Secondly, thinking about information this way may suggest that recent events are not worthy or too difficult to research because information about them is limited.

Student Sharing:

e) Selection of 2016 KU Common Book
To help us understand how we could approach locating and evaluating sources about a recent event, we're going to work through an activity using a variety of source types. All of these sources are connected to a central event. The event is the selection of the 2016 KU Common Book that we have been reading in class. The selection was announced on March 8, 2016.

Question: Who has a source about the selection of the 2016 KU Common Book?

1. "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

This press release, prepared by the KU News Service, was accessed on the local newspaper's website. This non-scholarly document announces the selection of the KU Common Book for the 2016-2017 school year, provides some background information on the book, and includes a quote from Chancellor Bernadette Gray-Little explaining its selection.

2. Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

These tweets come from a variety of accounts, all commenting on KU's selection of Between the World and Me as the upcoming Common Book.
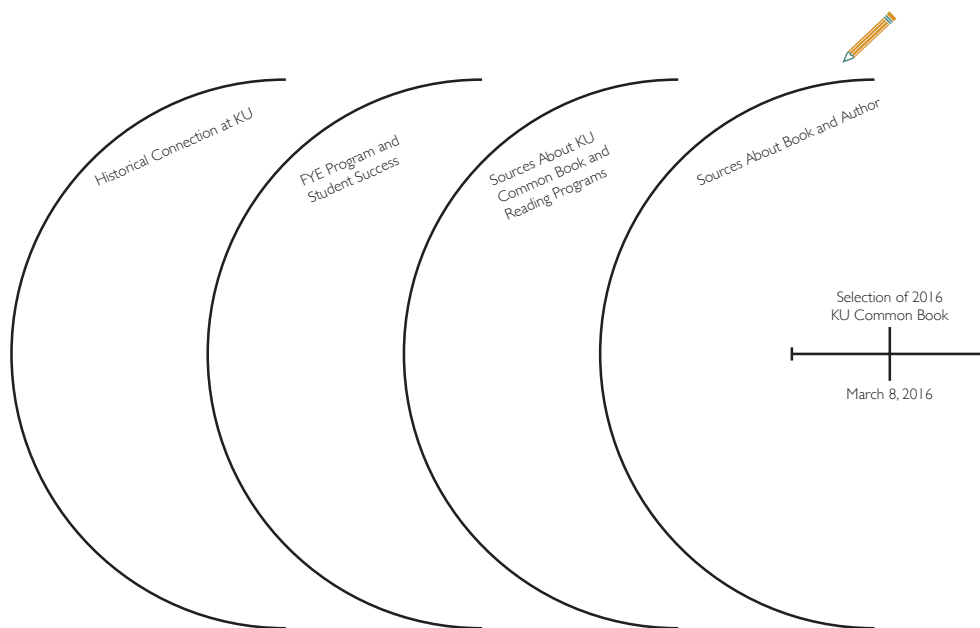
3. Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race, Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

This article, a non-scholarly source published in a local newspaper, provides quotes from KU faculty regarding the Common Book for the 2016-2017 school year, including Howard Graham, associate director for academic programs in the Office of First Year Experience, and Clarence Lang, associate professor and chairman of KU's Department of African-American Studies.

4. Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7. Print.

This article appeared in KU's student newspaper, a non-scholarly periodical. It covers the selection of KU's Common Book for the 2016-2017 school year, describing the selection process and why committee members feel that Ta-Nehisi Coates' book is an apropos choice.

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016 KU Common Book

March 8, 2016

f) Sources about the Book and Author

At this point, our information timeline begins to break down because not enough time has passed following this event for us to find a lot of information about it. It's important then to take a step back and think a little more broadly about the topic. To do this, we may consider sources about the book and its author.

? **Who has a source that can help us understand and analyze Between the World and Me, its impact, or its author?**

5. Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

This non-scholarly non-fiction book is the KU Common Book for 2016-2017. The book is written as a series of letters to Coates' teenaged son that consider race in America.

6. "Ta-Nehisi Coates." Wikipedia: The Free Encylopedia. Wikimedia Foundation, Inc. 16 May 2016. Web. 2 June 2016.

This webpage is Wikipedia's biographical entry on Ta-Nehisi Coates. It includes information on Coates' early life, career, personal life, and awards. Wikipedia entries always end in .org.

7. Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

This book review, published in a non-scholarly periodical, provides another individual's perspective on Coates' Between the World and Me.
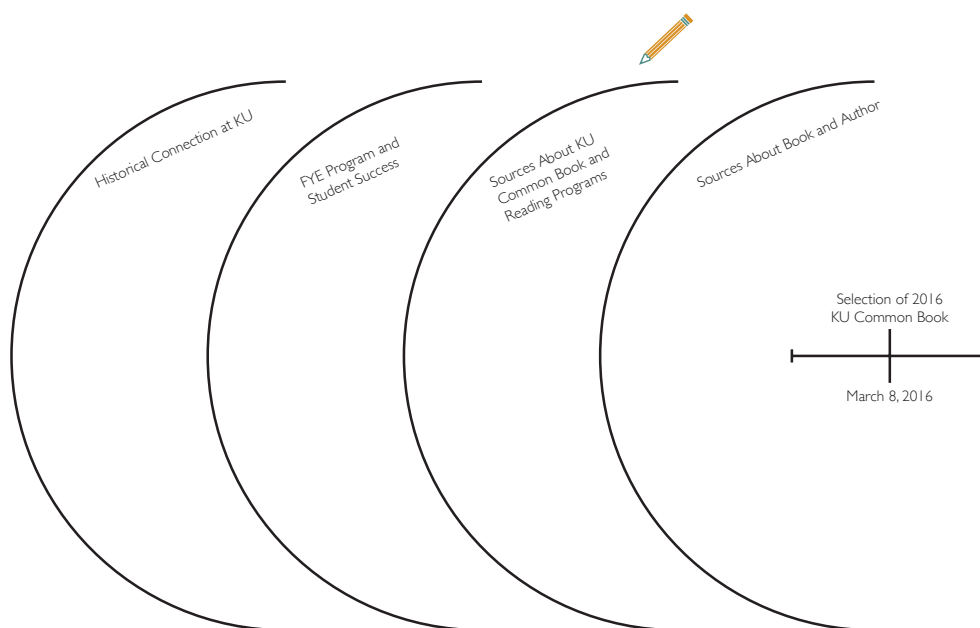
8. Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

This book review, published in a non-scholarly periodical, considers Coates' Between the World and Me.

9. PR, Newswire. "Newly published book "Between the World and Us" is a workingman's response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015: Newspaper Source Plus. Web. 3 June 2016.

This non-scholarly press release is promoting a book, Between the World and Us, which responds to Coates' Between the World and Me. The release gives a short summary of the book and information on where to buy it.

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016 KU Common Book

March 8, 2016

g) KU Common Book & Reading Programs Nationally

Very new events, such as the selection of the common book earlier this year, can make for great research topics. However, it can be difficult to locate scholarly sources about the event when it's only few weeks or months old. In the situation of the 2016 common book selection, it's helpful to think about the larger context of common books: What's their purpose? What types of organizations are involved in their creation and why?

? Who has a source that provides information about common books nationally?

10. "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

This government document provides a transcript for a hearing regarding the National Endowment for the Humanities (NEH) and the National Endowment for the Arts (NEA). Various witnesses testified as to the impact of these endowments before the Committee on Education and Labor, a part of the Subcommittee on Healthy Families and Communities. Witnesses included professionals working in arts and education as well as government officials serving on the boards of associated organizations, such as the Pennsylvania Council on the Arts. Of note, the report covers the NEA's The Big Read community reading program on page 25.

11. Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.
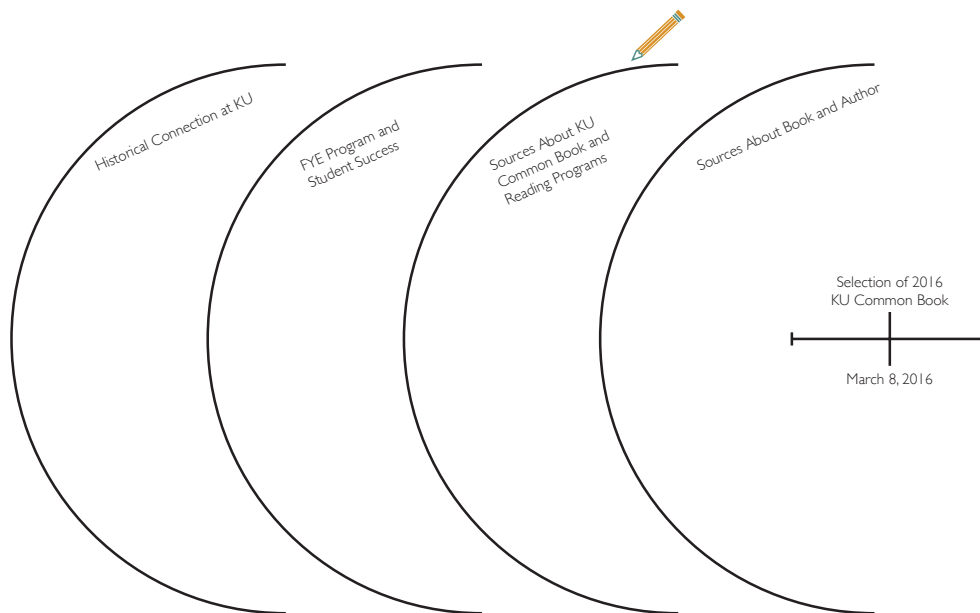
This non-scholarly article, published in a trade periodical and written by a public library director, explains the National Endowment for the Arts (NEA) program The Big Read, which encourages communities to collectively participate in reading a common book and holding related activities for readers to attend. The article includes short essays from librarians across the country, relaying their experiences with participating in The Big Read program.

12. Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

This scholarly article examines self-reported data from students who participated in the Common Book program at their university. In doing so, the authors aim to add to the limited research on the efficacy of Common Book programs for strengthening university communities and improving student achievement.

? Who has a source that can help us understand the context of the KU common book program?

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016
KU Common Book

March 8, 2016

13. "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

This website includes information about the history of the KU Common Book program. Listed are book selection criteria, steering committee members, and selection committee members. This webpage is part of KU's website, so its URL ends in .edu.

14. Kansas Alumni Magazine. 2012. Print.

This non-scholarly periodical is published by the KU Alumni Association. It aims to inform KU alumni of events and developments happening on campus and keep them connected with the KU community. The cover story is about the KU Common Book program.

[This question and sources should only be used in classes with more than 19 students] Question: Of course, there are many other ways to approach the topic. For example, you could compare the selection of two different books. A couple of years ago, a book by Laura Moriarty, who teaches here at KU, was selected as the KU Common Book. Does anyone have a source that would allow us to compare Between the World and Me and a previous KU selection?
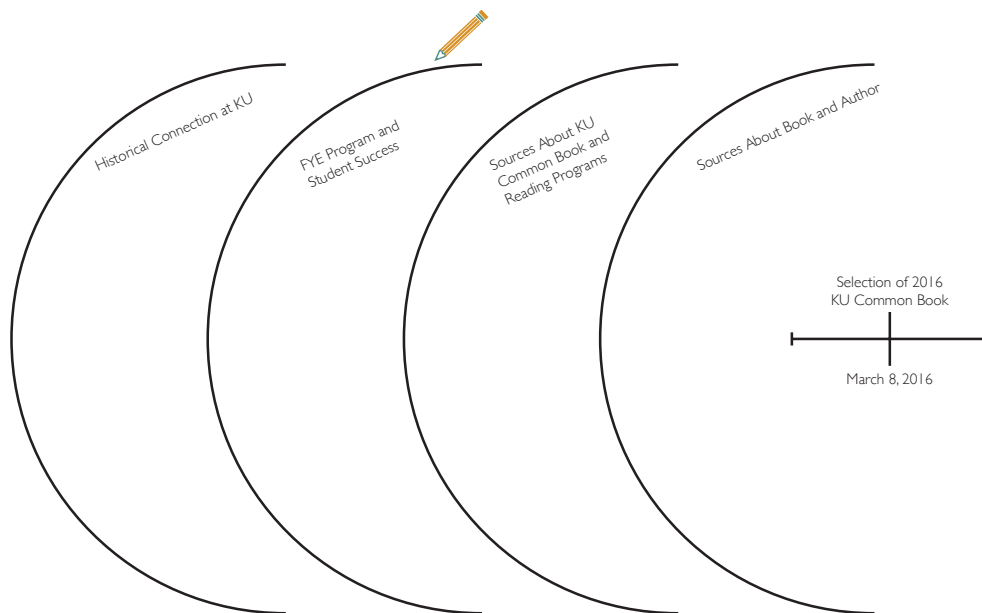
15. Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

This book, written by a KU alumna and professor, is a non-scholarly fiction book chosen as the KU Common Book for the 2014-2015 school year. The Center of Everything follows an adolescent girl growing up in small-town Kansas and dealing with issues of economic and educational inequality and opportunity.

16. "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016. http://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

This source includes an interview with Laura Moriarty, the author of KU's 2014-2015 Common Book, The Center of Everything. The interview marks Moriarty's award as one of KU's Women of Distinction, an honor bestowed by the Emily Taylor Center for Women and Gender Equity at KU.

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016
KU Common Book

March 8, 2016

h) First-Year-Experience Programs & Student Success

The purpose of the programs we've been talking about today is to contribute to student success. There are a number of programs and resources at KU to help you be successful. This class, UNIV 101 is one of those programs. In fact, the first-year experience is something that colleges across the country focus their attention on because we want students to be successful, and common books are only one component of those programs. So another angle for developing a topic around KU's program is to think about the program component in its larger context—that of first year experience and student success.

? **Who has a source that is related to first-year experience programs and helping students be successful?**

17. Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year Experience & Students in Transition 11.2 (1999): 7-32. Print.

This scholarly article examines a transition program aimed at high school students entering college at the University of Kansas. The authors present the results of the outcome assessment performed after the first four years of the program and analyze its efficacy.
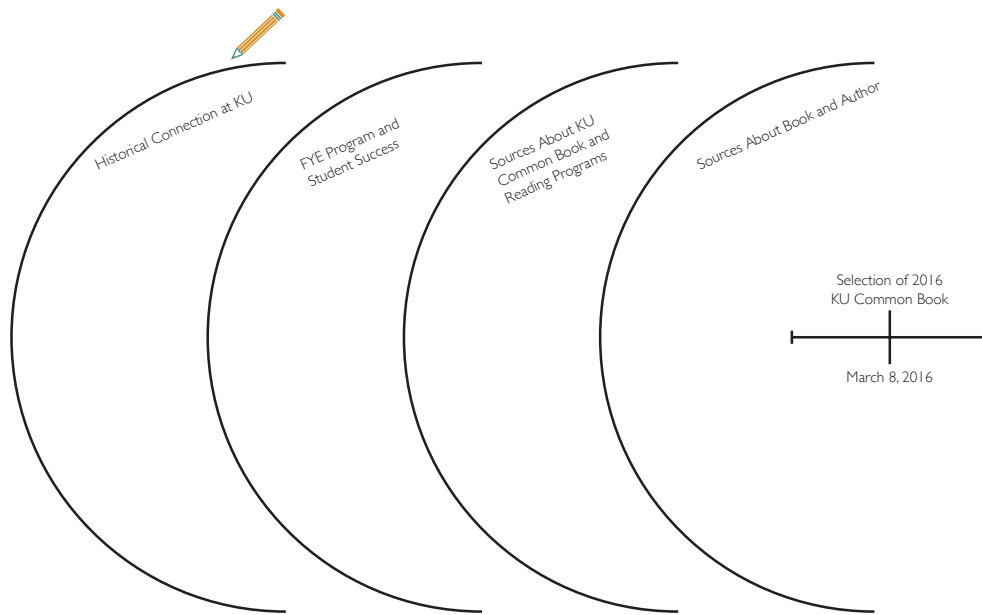
18. Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

This scholarly, peer-reviewed journal focuses on publishing empirical research regarding first year students as well as students experiencing other transitions in education in the hopes of informing practice across postsecondary education.

19. Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

This non-scholarly book provides advice aimed at students entering the university.

Historical Connection at KU

FYE Program and Student Success

Sources About KU Common Book and Reading Programs

Sources About Book and Author

Selection of 2016
KU Common Book

March 8, 2016

i) Historical Context of the University

The 1999 article published in the Journal of The First-Year Experience introduces us to the early stages of KU's program and its impact. To better understand the program and why it was created, it's helpful to place it in the context of the university's history. To understand our history, we may ask ourselves questions like: Why does KU exist? How has the university historically supported its students? What challenges have we faced as an institution in meeting students' needs?

? Who has a source that can help us answer some of those questions?

20. Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

This pictoral history of the University of Kansas includes photos and commentary from the institution's earliest days into the 1990s. Images included depict buildings on the changing campus and representations of student life.

21. D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

This primary source, an image, depicts students protesting discriminatory housing conditions at the University of Kansas.

22. Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-2015. Lawrence: UP of Kansas, 2015. Print.

This scholarly book includes articles on KU's history. Each chapter has a different focus, including politics, global perspectives, and athletics.

23. "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

This is a government publication that documents the laws for the state of Kansas as passed by the state legislature in 1864. The excerpt provided specifically covers an act creating the University of Kansas. The act also provides some guidelines on the creation of a board of regents, male and female branches of the university, six academic departments, and university finances.

24. University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

This report includes the recommendations regarding education and advancement of underrepresented students, faculty, and staff at the University of Kansas developed by the Diversity, Equity, and Inclusion Advisory Group. The report also includes context for the group's recommended changes.

25. State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteracti veStateData/WaveCharts.

This online dashboard includes graphs and charts generated from data gathered by the State Higher Education Executive Officers Association (SHEEO) in their annual State Higher Education on Finance (SHEF) Report. This national data includes educational appropriations, net tuition, educational revenue, student share, and funding distribution. SHEEO is a non-governmental organization.

Conclusion:

Now that we have all of our sources on the information cycle, let's discuss what we've learned.

❓ What do you notice about the information cycle?

As you can see from the distribution of colored Post-it notes, you can find a variety of source types within all of our broad topic areas. We also see a variety of years within those sources.

There are three main takeaways from this activity that you should think about when approaching an information search for any topic. The first is that all topics are connected. The topic that we started with today was the selection of the 2016 KU Common Book. Look at all of the connections to

this topic that we've made. You could even take one of these areas and break it down further. For example, imagine all of the directions you could go when researching the book or the author. Sometimes we don't find all of the information we need about our topic on the first try. Sometimes we need to think about the larger connections to our topic to find sources.

The second takeaway is that all topics have a historical context. In this example, we looked at sources pertaining to the history of KU. The selection of the common book is now part of the history of KU as well.

The last takeaway is that all topics have the potential for research. Sometimes students want to give up on a topic that they are truly interested in because they can't find the information that they expected to find. Usually, you just need to think about the larger connections and the historical context in order to find the sources that you need.

Let's look at the bottom of your worksheet where it says "Part 2." This question asks you to think about future research related to the common book. How did you answer this question?

Your answers to this question could become contributions to the conversation surrounding this topic. This kind of future research is published all of the time and added to the information cycle.

Authority is Constructed and Contextual Presentation and Discussion

Pre-work: Students will locate two sources on an assigned topic in order to discuss the authority of information sources on Day 2.

For instructors:

✓ Read the ACRL Frames, "Authority is Constructed and Contextual" and "Information Creation as a Process" at http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf. You don't need to read the whole document, just these two sections.

✓ Review the Instructor Overview and Discussion Guide sections for Day 2.

✓ Select a current event from the news. Ask your students to locate two different information sources pertaining to this event.

✓ Print copies of the "Peer-review Handout"

Bb The ACRL Framework and the "Peer-review Handout" are available via the UNIV 101 Instructor Resource Blackboard site.

For students:

✓ Locate two different sources on the assigned topic.

✓ Submit these two sources via Blackboard and be prepared to discuss the sources on Day 2. Students do not need to read the entire source that they select.

✓ Non-electronic sources can be submitted as a citation.

Purpose: The purpose of the Authority is Constructed and Contextual presentation and discussion is to help students understand that information sources reflect the expertise and credibility of their creators and that we evaluate information sources based on our information needs and the context in which we will use the information.

Learning Outcomes:

Students will…

a) Consider the meaning of authority by identifying examples in their own life

b) Recognize that there are different authorities for different subject areas

c) Sources that the students submitted (either printed or via Blackboard)

Materials

Materials Needed:

a) Authority is Constructed and Contextual PowerPoint (available via Blackboard)

b) Peer-review Handout (available via Blackboard and in the appendices of this manual)

c) Sources that the students submitted (either printed or via Blackboard)

Instructor Overview

The Authority is Constructed and Contextual lecture and discussion is meant to introduce students to the ways in which they can and should evaluate information sources for both academic and non-academic contexts. The discussion that you facilitate will help students see that some information sources are more authoritative than others, but that this authority is dependent on the context in which the information will be used.

The criteria for evaluating information sources that will be used in this discussion are:

● **Author –** The author or creator of the information source. Who are they? What do they do for a living? What, if any, are their credentials (ex. Ph.D.)? What are their lived experiences?

● **Audience –** To whom the information source is directed to.

● **Purpose –** Every information source serves a purpose. Why was the source created? What is the source intended to do?

● **Relevance –** The connection of the information source to the information need. What do you need to know? Does this information source answer your question? Is the information source tightly connected to your information need or loosely connected?

● **Date –** When the information source was published. For some information needs, the publication date does not matter. For other information needs, the most recent information is the most valuable.

The authority of information sources is constructed. What this means is that different people, and different communities of people recognize authority in different ways. For example, persons with political leanings toward the right may assign more authority to a news source such as Fox News as

opposed to CNN. This is a specific community of people who have constructed the authority of a news source based on a political affiliation.

The authority of information sources is also contextual. What this means is that the specific information need helps to determine the level of authority to look for in an information source. For example, let's say that your significant other has been diagnosed with diabetes. This diagnosis has left you with many questions ranging from, "How will diabetes affect the long-term health of my partner?" to "What am I going to cook for dinner? How can I modify my recipes to be safe for a person with diabetes?" The context or information need for these questions is different. For the first question, you want to know how diabetes will affect the overall health of your partner. In this case, you are looking for the most authoritative source you can find. You may want to talk directly to a medical professional, or read information found in medical journals. For the second question, you want to know how diabetes will affect your everyday life, specifically what to eat. You do not need to look at a medical journal for recipes, but you may look at a website or a recipe blog that is written for people with diabetes. In this case, you have assigned authority to the recipe author based on the fact that they have diabetes and have learned to cook in a way that is safe for their medical condition.

In addition to discussing how authority is both constructed and contextual, you will also discuss how some information sources are privileged over others. This is especially true in an academic context. Access to information is a privilege. You, as a KU instructor and your students as KU students have a privileged access to information that those outside of KU do not. This access is provided to you via subscription databases via KU Libraries. It is important to note that this access will go away once students graduate from KU. This makes it ever more important that students learn to evaluate information sources for authority.

Another consideration in discussing the authority of information sources is the voices that are heard and the voices that are not heard.

You will begin the presentation by discussing authority in everyday life. Next, you discuss multiple definitions of authority. Each slide contains a different definition of authority. Each definition builds on the previous one to provide a more comprehensive understanding of authority.

Conclusion/Takeaways for this lesson plan

Learners who are developing their information literate abilities...

- Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;
- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
- Are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

Class Plan:

a) Open Authority is Constructed and Contextual PowerPoint.
b) Work through slides and discussion, following the Discussion Guide below.
c) Assign pre-work for Day 3 as identified in the next section of this manual.

Discussion Guide

Introduction:

Slide 1: Today we are going to discuss the various criteria that you can use for evaluating sources in both academic and non-academic contexts. Let's discuss the statement that you see on the screen. We will work through some definitions of authority together, but what do we know about the other words?

? What does constructed mean?

Constructed means to build or erect. It can also mean to form something like an idea or a theory by bringing together various elements. Keep this in mind as we discuss information sources.

? What does contextual mean?

Contextual means relating to or depending on the context. When we discuss information sources, think about the context of the information need.

Slide 2:

? Who has authority in your life? Why?

Consider this question for a minute and jot down some notes on a piece of paper.

Now, turn to your neighbor and discuss your answers together for about 3-5 minutes.

Let's share your thoughts with the class as a whole.

✏ **Record notes on the board during this discussion.**

Slide 3: Let's brainstorm some criteria for seeming "true or real."

Slide 4: For the first Oxford English Dictionary (OED) definition, consider the phrase "accepted as true."

? What does it mean for something to be accepted as true?"

Consider the phrase "extensive or specialized knowledge."

? How does a person come to have extensive or specialized knowledge?

Slide 5: For the second OED definition, emphasize the word reliable.

? What does it mean for something to be reliable?

Slide 6: For the third OED definition, consider the word "credible" and the phrase "inspire belief in the truth of something."

What does it mean to be credible? How do people believe that something is true?

Slide 7: Let's discuss.

? When you have a medical question, where do you go for answers?

? When you have a legal question, where do you go for answers?

? When you want to advocate for a piece of legislation, who do you contact?

? If you are interested understanding how people felt when President Obama won the 2008 election, who might you ask?

? If you have a question about how to find information, who are you going to call? (Hint: the Library)

Slide 8: As you can see from the answer to these questions, where you look (or who you ask) for information depends on the context of the question. An information need is another way of asking "what is your purpose in obtaining this information?" This could be for general information, class research, personal decision making, etc. The purpose for which you need information will be connected to the context in which the information was created. It is important to be intentional about mapping the context of the information you are getting with the purpose to which you will put it.

Context according to the Webster's Dictionary is the situation in which something happens. The group of conditions that exist where and when something happens is the connection or coherence between the parts of a discourse.

Let's look at some information that was published after the Orlando nightclub shooting.

Slide 9: These are two screenshots from a website called Storify.com that provides information about the Orlando nightclub shooting in June of this year.

? From what you see here, how was this information created?

? What narrative is being written?

? What information is being left out?

Slide 10: The authority of information sources is constructed. What this means is that different people, and different communities of people recognize authority in different ways. One community of people that we might think about our scholars. Think back to the videos we watched a few days ago. Remember the process of peer-review? Peer-review is a process used in a community of scholars. This review process is in part how the authority of scholarly sources is constructed by the community of scholars who contribute to that research area.

There are scholars in every discipline here at KU. Different academic disciplines value information differently. There are the hard sciences (STEM), social sciences, humanities, and arts. For example, in biology, a hard science, they value replicable laboratory data, whereas in English, they value primary source material.

? Who gets to be a scholar?

? Who has a voice in the literature?

? Who reviews the literature?

? How does this system privilege some sources of authority over others?

Slide 11: Even though some sources are considered scholarly and therefore given a certain amount of authority, you should still approach these sources with skepticism. Take for example this story of a scholar trying to game the system by reviewing his own works so that they all get accepted and published, thus increasing his scholarly output and advancing his career. He was able to do this for several years but once he was caught his reputation in the community was destroyed and all of his papers were retracted from the journal in which they had been previously published.

Slide 12: There are also examples of biases even within communities of authority. Here are two examples.

- The publishing bias of these journals impacts the whole field of economics research by encouraging scholars who want to be published in the top journals to focus their research on the US rather than other areas of the world.
- There are actually two levels of bias here. The first is related to the credentials--when nearly half of all authors received their degrees at the same 5 institutions there is evidence of bias towards these prestigious programs over other PhD programs. But, this also contributed to a second bias. These universities also all fall along a 300 mile strip of the east coast and their students wrote almost exclusively about the regions surrounding their institutions. Nearly 90% of the articles published up through the 1980s were about the east

coast colonies. Since the '80s, the number dropped, but still covered 50% of articles published. The bias towards these institutions influenced the content of early American history for decades.

Slide 13: Bias is not only about content and credentials, but about race and gender as well. In an example from last year, two female authors submitted a paper to a science journal only to receive a rejection with reviewer comments such as "It would probably … be beneficial to find one or two male biologists to work with (or at least obtain internal peer review from, but better yet as active co-authors)" to prevent the manuscript from "drifting too far away from empirical evidence into ideologically biased assumptions." And, commenting on the topic of the article--gender differences in the transition from PhD to PostDoc, "Perhaps it is not so surprising that on average male doctoral students co-author one more paper than female doctoral students, just as, on average, male doctoral students can probably run a mile a bit faster than female doctoral students." While in this instance, the reviewer was removed from the review team of the journal, and the editor was fired for accepting such a biased review, the incident highlights the biases that exist within the system, and which often do not get so clearly resolved.

Slide 14: Let's discuss the sources that you found for their homework assignment.

? How did you evaluate the authority? What would this source be authoritative for?

Slide 15: With a partner, I would like you to evaluate your sources using the following prompts:

Perspective/bias—within the information, and your own in looking for authoritative sources

What evidence is the author(s) using to prove their work? If there is no evidence, what does that mean?

What date was it published or created?

Who is the author? What credentials do they have? What identities do they hold?

What platform/format is the information presented in?

Who is the intended audience?

Is it relevant to your current information need? If not, might it be relevant for another information need?

Authority Game

Pre-work:

For instructors:
- ✓ Check out the Authority Game kit from the Office of
- ✓ First-Year Experience for use on Day 3.
- ✓ Watch the Ted Talk "Beware of Online Filter Bubbles" https://youtu.be/B8ofWFx525s (also available via Blackboard).
- ✓ Make the "Information Literacy Exam" available to your students via Blackboard.

For students:
- ✓ Watch the Ted Talk "Beware of Online Filter Bubbles" https://youtu.be/B8ofWFx525s (also available via Blackboard).

Purpose: To reaffirm student comprehension of how authority is constructed.

Learning Outcomes: Students will apply what they've learned about evaluating the authority of information sources in an active-learning game.

Materials

Authority Game kit. Includes:
- **a)** 25 headbands
- **b)** 25 evaluation cards
- **c)** 25 source cards
- **e)** 2 scenario cards
- **f)** 2 authority indicators
- **g)** Instructions

Instructor Overview

This game is meant to cement student comprehension of the concepts introduced previously. By the end of the unit, students will be able to evaluate source types depending on the context and be able to define and recognize different types of authority.
To reinforce that authority is contextual, the game is played twice, once using an academic scenario, and again with a non-academic scenario. The purpose of the game is to prompt a discussion among the students as to why certain source types are considered more authoritative and why, while considering the context of their information need.

Through this active learning game, students are asked to consider the contextual authority of a range of source types

while working with different information needs. In the game environment, students have the opportunity to work through the credibility of sources with their peers. As the game is being played, instructors will be able to informally assess whether students have achieved the learning outcomes set out for them.

Please be aware of your classroom space as this game will require students to move around. Please be aware of any students with mobility issues.

Instructions

Contents: 25 headbands, 25 evaluation cards, 25 source cards, 2 scenario cards, 2 authority indicators, instructor guide

Objective: Arrange all players by their source card—from most authoritative to least authoritative

Set-Up:
- Each player takes a headband and a source card, unseen, to insert into the headband facing out.
- Each player takes a evaluation card to reference during play.
- Each player should NOT look at his/her/their own source card.
- Players cannot tell other players what source is on their card unless the player has guessed correctly.
- Game facilitator places authority indicators on opposite sides of the room to indicate which side is "most authoritative" and which is "least authoritative."
- Please be aware of your classroom space as this game will require students to move around.
- Please be aware of any students with mobility issues.

Play:
- Play begins once the facilitator has read a scenario from one of the scenario cards.
- Once play begins, players can ask any other player a question to help identify the source on their head. (Get out of your chairs!)
- The evaluation cards offer examples of questions you could ask to determine the authority of your source.
- At any point you may ask, "Am I a …?"
- As you learn about your source, arrange yourself where you think that source belongs in the room between "most authoritative" and "least authoritative."
- Players can suggest rearrangement to any other players.
- Play ends when all players arrive at a consensus as to their order, or after desired time limit.

Scoring: Facilitator uses the scoring sheet to determine the overall score!

Game Components

Scenario 1 (academic): Write a research paper about how young people decide who to vote for in the 2016 elections.

Scenario 2 (non-academic): How do you decide who to vote for?

Source Cards:

1. Your close friend or relative tells you who they're voting for.

2. A Huffington Post article entitled "Hillary Clinton: Donald Trump's Tax Returns Would Reveal He Pays No Income Tax" by Jessica Schulberg, Foreign Affairs Reporter for the Huffington Post (5/22/16).

3. A recording of one of the 2016 Presidential Debates.

4. A Pew Research report entitled "Political Polarization in the American Public" (6/12/14).

5. A Pew Research interactive graph of data from report entitled "Political Polarization in the American Public" (6/12/14).

6. A New Yorker article by Jill Lepore, Professor of American History at Harvard University, entitled, "The Party Crashers: Is the new populism about the message or the medium?"(2/22/16).

7. The website for the Republican National Committee or the Democratic National Committee.

8. The book, Hard Choices, by Hillary Rodham Clinton.

9. The TV show, The Apprentice, starring Donald Trump.

10. A scholarly article entitled "Youth Political Participation: Bridging Activism and Electoral Politics" by Dana Fisher, Professor of Sociology at the University of Maryland, in Annual Review of Sociology (2012).

11. A tweet by @KUYoungDems, the Twitter account for the student organization, KU Young Democrats: ""When it came to put money on the line for veterans, republicans were not there." #DemDebate

12. An anonymous pamphlet supporting Jesse Ventura for president in 2016.

13. A meme about Trump's hair posted by a friend on Facebook.

14. The book, "America at the Ballot Box: Elections and Political History" edited by Gareth Davies, Lecturer in American History at the University of Oxford, and Julian E. Zelizer, Professor of History and Public Affairs at Princeton University, (2015).

15. An article from The Atlantic entitled "Can the Youth Vote Change Election Outcomes? By Emily Richmond, public editor for the National Education Writers Association, (2/1/16).

16. U.S. Census Report on U.S. Population by Age and Sex (4/21/16)

17. Facebook post from Democratic or Republican National Committee

18. Buzzfeed quiz entitled "This 5-Question Quiz Will Tell If You're Smarter Than Donald Trump."

19. Documentary "The Drop: Why Young People Don't Vote."

20. White House press release, "President Obama announces Judge Merrick Garland as his Nominee to the Supreme Court" (3/16).

21. Supreme Court Opinion on the Shelby County v. Holder case, which struck down the main section of the Voting Rights Act of 1965, freeing nine states, mostly in the South, to change their election laws without advance federal approval.

22. An article in The Sociology of Education entitled "Does College Influence Sociopolitical Attitudes?" by Colin Campbell (UW-Madison) and Jonathan Horowitz (UNC-Chapel Hill), (11/22/2016).

23. Post on FIXGOV, the Brookings Institute blog that identifies and aims to solve the nation's most pressing political and governance challenges, entitled "A memo to Hillary Clinton and Donald Trump on marijuana policy by John Hudak, deputy director of the Center for Effective Public Management and a senior fellow in Governance Studies.

24. NPR Politics Podcast by NPR political reporters with weekly roundups and quick takes on news of the day.

25. The book, Taking back the vote : getting American youth involved in our democracy, by Jane Eisner, professional journalist and fellow in the Punch Sulzberger Executive News Media Leadership Program at the Columbia School of Journalism, (2004).

Evaluation Cards:

1. How would you describe the author?
2. Who is the intended audience?
3. What is the intended purpose?
4. Is this relevant to the scenario?
5. When was it published/created?
6. What would this be authoritative for?

"Scoring" Criteria:

Scenario 1 (academic): Write a research paper about how young people decide who to vote for in the 2016 elections.

Best

1. A scholarly article entitled "Youth Political Participation: Bridging Activism and Electoral Politics" by Dana Fisher, Professor of Sociology at the University of Maryland, in Annual Review of Sociology (2012).

2. An article in The Sociology of Education entitled "Does College Influence Sociopolitical Attitudes?" by Colin Campbell (UW-Madison) and Jonathan Horowitz (UNC-Chapel Hill), (11/22/2016).

3. The book, "America at the Ballot Box: Elections and Political History" edited by Gareth Davies, Lecturer in American History at the University of Oxford, and Julian E. Zelizer, Professor of History and Public Affairs at Princeton University, (2015).

4. Documentary "The Drop: Why Young People Don't Vote."

5. A tweet by @KUYoungDems, the Twitter account for the student organization, KU Young Democrats: ""When it came to put money on the line for veterans, republicans were not there." #DemDebate

6. The book, Taking back the vote: getting American youth involved in our democracy, by Jane Eisner, professional journalist and fellow in the Punch Sulzberger Executive News Media Leadership Program at the Columbia School of Journalism, (2004).

Better

7. An article from The Atlantic entitled "Can the Youth Vote Change Election Outcomes? By Emily Richmond, public editor for the National Education Writers Association, (2/1/16).

8. A New Yorker article by Jill Lepore, Professor of American History at Harvard University, entitled, "The Party Crashers: Is the new populism about the message or the medium?"(2/22/16).

9. A Pew Research report entitled "Political Polarization in the American Public" (6/12/14).

10. A Pew Research interactive graph of data from report entitled "Political Polarization in the American Public" (6/12/14).

11. NPR Politics Podcast by NPR political reporters with weekly roundups and quick takes on news of the day.

12. A recording of one of the 2016 Presidential Debates.

13. The website for the Republican National Committee or the Democratic National Committee.

14. An anonymous pamphlet supporting Jesse Ventura for president in 2016.

15. U.S. Census Report on U.S. Population by Age and Sex (4/21/16)

16. Facebook post from Democratic or Republican National Committee

Worse

17. The book, Hard Choices, by Hillary Rodham Clinton.

18. Post on FIXGOV, the Brookings Institute blog that identifies and aims to solve the nation's most pressing political and governance challenges, entitled "A memo to Hillary Clinton and Donald Trump on marijuana policy by John Hudak, deputy director of the Center for Effective Public Management and a senior fellow in Governance Studies.

19. A Huffington Post article entitled "Hillary Clinton: Donald Trump's Tax Returns Would Reveal He Pays No Income Tax" by Jessica Schulberg, Foreign Affairs Reporter for the Huffington Post (5/22/16).

20. White House press release, "President Obama announces Judge Merrick Garland as his Nominee to the Supreme Court" (3/16).

21. Supreme Court Opinion on the Shelby County v. Holder case, which struck down the main section of the Voting Rights Act of 1965, freeing nine states, mostly in the South, to change their election laws without advance federal approval.

Worst

22. Buzzfeed quiz entitled "This 5-Question Quiz Will Tell If You're Smarter Than Donald Trump."

23. Your close friend or relative tells you who they're voting for.

24. The TV show, The Apprentice, starring Donald Trump.

25. A meme about Trump's hair posted by a friend on Facebook.

Scenario 2 (non-academic): How do you decide who to vote for?

Best

1. A recording of one of the 2016 Presidential Debates.

2. A New Yorker article by Jill Lepore, Professor of American History at Harvard University, entitled, "The Party Crashers: Is the new populism about the message or the medium?" (2/22/16).

3. The website for the Republican National Committee or the Democratic National Committee.

4. NPR Politics Podcast by NPR political reporters with weekly roundups and quick takes on news of the day.

Better

5. A Pew Research interactive graph of data from report entitled "Political Polarization in the American Public" (6/12/14).

6. An article from The Atlantic entitled "Can the Youth Vote Change Election Outcomes? By Emily Richmond, public editor for the National Education Writers Association, (2/1/16).

7. Facebook post from Democratic or Republican National Committee

8. An article in The Sociology of Education entitled "Does College Influence Sociopolitical Attitudes?" by Colin Campbell (UW-Madison) and Jonathan Horowitz (UNC-Chapel Hill), (11/22/2016).

9. The book, Hard Choices, by Hillary Rodham Clinton.

10. Post on FIXGOV, the Brookings Institute blog that identifies and aims to solve the nation's most pressing political and governance challenges, entitled "A memo to Hillary Clinton and Donald Trump on marijuana policy by John Hudak, deputy director of the Center for Effective Public Management and a senior fellow in Governance Studies.

11. A Huffington Post article entitled "Hillary Clinton: Donald Trump's Tax Returns Would Reveal He Pays No Income Tax" by Jessica Schulberg, Foreign Affairs Reporter for the Huffington Post (5/22/16).

12. Your close friend or relative tells you who they're voting for.

Worse

13. The book, Taking back the vote : getting American youth involved in our democracy, by Jane Eisner, professional journalist and fellow in the Punch Sulzberger Executive News Media Leadership Program at the Columbia School of Journalism, (2004).

14. Documentary "The Drop: Why Young People Don't Vote."

15. An anonymous pamphlet supporting Jesse Ventura for president in 2016.

16. A scholarly article entitled "Youth Political Participation: Bridging Activism and Electoral Politics" by Dana Fisher, Professor of Sociology at the University of Maryland, in Annual Review of Sociology (2012).

17. A Pew Research report entitled "Political Polarization in the American Public" (6/12/14).

18. A tweet by @KUYoungDems, the Twitter account for the student organization, KU Young Democrats: ""When it came to put money on the line for veterans, republicans were not there." #DemDebate

19. White House press release, "President Obama announces Judge Merrick Garland as his Nominee to the Supreme Court" (3/16).

Worst

20. Supreme Court Opinion on the Shelby County v. Holder case, which struck down the main section of the Voting Rights Act of 1965, freeing nine states, mostly in the South, to change their election laws without advance federal approval.

21. Buzzfeed quiz entitled "This 5-Question Quiz Will Tell If You're Smarter Than Donald Trump."

22. U.S. Census Report on U.S. Population by Age and Sex (4/21/16)

23. The book, "America at the Ballot Box: Elections and Political History" edited by Gareth Davies, Lecturer in American History at the University of Oxford, and Julian E. Zelizer, Professor of History and Public Affairs at Princeton University, (2015).

24. A meme about Trump's hair posted by a friend on Facebook.

25. The TV show, The Apprentice, starring Donald Trump.

Exam Questions

Survey Link: **https://kansasedu.qualtrics.com/SE/?SID=SV_8AhaNpqVGqvEuTX**

Section 1 - Information Cycle

1. Based on what you learned during the Information Cycle activity, match each citation to the source type.

A. Social Media

B. Government Document

C. Non-Scholarly Periodical

D. Scholarly Book

E. Website

F. Non-Scholarly Book

G. Scholarly Journal

☐ Rury, John L. and Kim Cary Warren. *Transforming the University of Kansas: A History.* 1965-2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." *The University Daily Kansan* [Lawrence, KS] 31 March 2016: 7. Print.

☐ Coates, Ta-Nehisi. *Between the World and Me.* New York: Spiegel & Grau, 2015. Print.

☐ "History – KU Common Book." *First-Year Experience.* U. of Kansas, n.d. Web. 2 June 2016.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: *Kansas Daily Tribune* Book and Job Office, 1864. 195-198. Print.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." *Journal of the First-Year Experience & Students in Transition* 11.2 (1999): 7-32. Print.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

2. **If you were looking for information about the selection of the 2016 KU Common Book, which sources might you use? Check all that apply. Explain how each source might provide you with information about the selection.**

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

_____

_____

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

_____

_____

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

_____

_____

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

_____

_____

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

_____

_____

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

_____

_____

☐ Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

_____

_____

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

_____

_____

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

_____

_____

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

_____

_____

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

_____

_____

☐ Kansas Alumni Magazine. 2012. Print.

_____

_____

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

_____

_____

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016. https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html

_____

_____

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

_____

_____

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

_____

_____

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015: Newspaper Source Plus. Web. 3 June 2016.

_____

_____

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

_____

_____

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-2015. Lawrence: UP of Kansas, 2015. Print.

_____

_____

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7. Print.

_____

_____

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race, Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

_____

_____

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

_____

_____

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016. Web. 2 June 2016.

_____

_____

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

_____

_____

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year Experience & Students in Transition 11.2 (1999): 7-32. Print.

_____

_____

3. Which sources might help you understand and analyze the 2016 KU Common Book, *Between the World and Me?*

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐ Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

☐ Kansas Alumni Magazine. 2012. Print.

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
     https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
     the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
     response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015:
     Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
     Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
     2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate
     Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7.
     Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race,
     Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances)
     Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/
     profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016.
     Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman
     Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year
     Experience & Students in Transition 11.2 (1999): 7-32. Print.

4. Which sources might help you understand first-year experience programs and helping students to be successful?

☐   Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐   Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐   Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐   D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐   Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐   Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐   Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

☐   "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐   Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐   "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐   Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

☐   Kansas Alumni Magazine. 2012. Print.

☐   "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016. https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015: Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7. Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race, Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016. Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year Experience & Students in Transition 11.2 (1999): 7-32. Print.

5. Which sources might help you answer questions about the historical context of the University of Kansas?

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐ Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

☐ Kansas Alumni Magazine. 2012. Print.

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
    https:// emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
    the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
    response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015:
    Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
    Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
    2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate
    Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7.
    Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race,
    Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances)
    Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/
    profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016.
    Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman
    Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year
    Experience & Students in Transition 11.2 (1999): 7-32. Print.

Section 2 - Authority is Constructed and Contextual

6. Briefly explain how each of the five evaluative criteria we learned in class (Author, Audience, Purpose, Relevance, and Date) can affect the authority of a source.

_____

Author

_____

Audience

_____

Purpose

_____

Relevance

_____

Date

_____

Why are these criteria commonly used to evaluate sources?

7. **Consider the information context of a courtroom and the various types of information sources provided in a legal case.**

   Who constructs the authority of information in this scenario?

   What types of information have authority in this context?
   Give one example and explain why his information source is authoritative.

8. **As part of the Information Literacy Unit, you watched a TED Talk with Eli Pariser called "Beware online "filter bubbles." Based on what you learned about the authority of information sources, how did this video make you think about researching a topic for a class project?**

Section 3 - Applying What You've Learned

9. Evaluate the two articles linked here. Compare and contrast the articles considering the evaluation criteria you learned about in the Information Literacy Unit: Author, Audience, Purpose, Relevance, Date. (Articles: http://www.cnn.com/2015/10/23/health/pizza-and-other-foods-addicting/ and http://journals.plos. org/plosone/article?id=10.1371/journal.pone.0117959 we will link the PDF for the second article.

Author

Audience

Purpose

Relevance

Date

10. Based on the articles and your answer to question 9:

Describe a context where source 1 would fulfill your information need.

Describe a context where source 2 would fulfill your information need.

Information Literacy Exam Answer Key – Fall 2016

Correct answers are <mark>highlighted.</mark> Please note that the answers in Sections 2 and 3 are subjective. Use your best judgment based on the content of the Information Literacy Unit and your own knowledge to determine if student answers are correct.

Section 1 - Information Cycle

<mark>Each correct answer is worth 1 point.</mark>

1. Based on what you learned during the Information Cycle activity, match each citation to the source type.

A. Social Media

B. Government Document

C. Non-Scholarly Periodical

D. Scholarly Book

E. Website

F. Non-Scholarly Book

G. Scholarly Journal

D. Rury, John L. and Kim Cary Warren. *Transforming the University of Kansas: A History.* 1965-2015. Lawrence: UP of Kansas, 2015. Print.

C. Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." *The University Daily Kansan* [Lawrence, KS] 31 March 2016: 7. Print.

F. Coates, Ta-Nehisi. *Between the World and Me.* New York: Spiegel & Grau, 2015. Print.

E. "History – KU Common Book." *First-Year Experience.* U. of Kansas, n.d. Web. 2 June 2016.

B. "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of the Legislature. Lawrence: *Kansas Daily Tribune* Book and Job Office, 1864. 195-198. Print.

G. Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." *Journal of the First-Year Experience & Students in Transition* 11.2 (1999): 7-32. Print.

A. Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

2. If you were looking for information about the selection of the 2016 KU Common Book, which sources might you use? Check all that apply. Explain how each source might provide you with information about the selection.

☐   Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

_____

_____

☐   Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

_____

_____

☐   Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

_____

_____

☐   D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

_____

_____

☐   Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

_____

_____

☐   Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

_____

_____

☐   Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

_____

_____

☐   "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

_____

_____

☐   Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

_____

_____

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

_____

_____

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

_____

_____

☐ Kansas Alumni Magazine. 2012. Print.

_____

_____

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book."
       Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

_____

_____

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
       https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

_____

_____

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

_____

_____

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
       the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

_____

_____

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
       response to the controversial "Between the World and Me." PR Newswire US 28 Dec.
       2015: Newspaper Source Plus. Web. 3 June 2016.

_____

_____

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
       Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

_____

_____

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
       2015. Lawrence: UP of Kansas, 2015. Print.

_____

_____

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7. Print.

_____

_____

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race, Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

_____

_____

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

_____

_____

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016. Web. 2 June 2016.

_____

_____

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

_____

_____

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year Experience & Students in Transition 11.2 (1999): 7-32. Print.

_____

_____

3. Which sources might help you understand and analyze the 2016 KU Common Book, *Between the World and Me?*

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐ Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

☐ Kansas Alumni Magazine. 2012. Print.

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
   https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
   the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
   response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015:
   Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
   Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
   2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate
   Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7.
   Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race,
   Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances)
   Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/
   profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016.
   Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman
   Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year
   Experience & Students in Transition 11.2 (1999): 7-32. Print.

4. Which sources might help you understand first-year experience programs and helping students to be successful?

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐ ==Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.==

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐ ==Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.==

☐ Kansas Alumni Magazine. 2012. Print.

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
   https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
   the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
   response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015:
   Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
   Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
   2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate
   Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7.
   Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race,
   Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances)
   Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/
   profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016.
   Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman
   Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year
   Experience & Students in Transition 11.2 (1999): 7-32. Print.

5. Which sources might help you answer questions about the historical context of the University of Kansas?

☐ Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. On the Hill: A Photographic History of the University of Kansas. Lawrence: UP of Kansas, 1993. Print.

☐ Alexander, Michelle. "The Fire in Our Time." Review of Between the World and Me, by Ta-Nehisi Coates. The New York Times Book Review 6 Sept. 2015: 10-11. Print.

☐ Coates, Ta-Nehisi. Between the World and Me. New York: Spiegel & Grau, 2015. Print.

☐ D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016.

☐ Daugherty, Timothy K. and Matthew W. Hayes. "Social and Academic Correlates of Reading a Common Book." The Learning Assistance Review 17.2 (2012): 33-41. Print.

☐ Diven, Bob. Review of Between the World and Me, by Ta-Nehisi Coates. The Humanist Mar./Apr. 2016: 42-43. Print.

☐ Harrison Jr., Harry H. 1001 Things Every College Student Needs to Know. Nashville: Thomas Nelson, 2008. Print.

☐ "Hearing Before the Subcommittee on Healthy Families and Communities Committee on Education and Labor." The National Endowment for the Humanities and the National Endowment for the Arts: Overview of Programs and National Impact. Washington: U.S. Government Printing Office, 2008. Print.

☐ Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." Public Libraries Sept./Oct. 2009: 9-15. Print.

☐ "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016.

☐ Journal of the First-Year Experience and Students in Transition. 28.1 (2016). Print.

☐ Kansas Alumni Magazine. 2012. Print.

☐ "KU Press Release: Between the World and Me Named 2016-2017 KU Common Book." Lawrence Journal-World 8 Mar. 2016. Web. 2 Jun. 2016.

☐ "Laura Moriarty." KU Women of Distinction. 2004. Web. 3 June 2016.
   https://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html.

☐ Moriarty, Laura. The Center of Everything. New York: Hyperion, 2003. Print.

☐ "Organizing State University." The Laws of the State of Kansas Passed at the Fourth Session of
   the Legislature. Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print.

☐ PR, Newswire. "Newly published book "Between the World and Us" is a workingman's
   response to the controversial "Between the World and Me." PR Newswire US 28 Dec. 2015:
   Newspaper Source Plus. Web. 3 June 2016.

☐ University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity,
   Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2016. Web. 6 June 2016.

☐ Rury, John L. and Kim Cary Warren. Transforming the University of Kansas: A History. 1965-
   2015. Lawrence: UP of Kansas, 2015. Print.

☐ Sexton, Samantha. "KU Common Book Selection Between the World and Me Aims to Stimulate
   Conversation about Race." The University Daily Kansan [Lawrence, KS] 31 March 2016: 7.
   Print.

☐ Shepherd, Sarah. "Next KU Common Book Expected to Spur Tough Conversations About Race,
   Equality." Lawrence Journal-World 8 Mar. 2016. Web. 2 June 2016.

☐ State Higher Education Executive Officers. "SHEF (State Higher Education Finances)
   Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. https://public.tableau.com/
   profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/WaveCharts.

☐ "Ta-Nehisi Coates." Wikipedia: The Free Encyclopedia. Wikimedia Foundation, Inc. 16 May 2016.
   Web. 2 June 2016.

☐ Various Tweets regarding KU's Common Book selection for 2016-2017. Mar.-May 2016. Web.

☐ Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman
   Summer Transition Program in an Open-Admissions Institution." Journal of the First-Year
   Experience & Students in Transition 11.2 (1999): 7-32. Print.

Section 2 - Authority is Constructed and Contextual

6. Briefly explain how each of the five evaluative criteria we learned in class (Author, Audience, Purpose, Relevance, and Date) can affect the authority of a source.

Author	Student answers anything related to the author's credentials, experience, or understanding of the subject area.
Audience	To whom the information source is directed. This is an evaluative criteria because it matches source to information need.
Purpose	The reason the source was created. What the source was intended to do.
Relevance	Connecting the information source to the information need. The information source answers the question.
Date	Publication date. For some information needs, the publication date does not matter. For other information need, recent information is valuable.

Why are these criteria commonly used to evaluate sources?

7. **Consider the information context of a courtroom and the various types of information sources provided in a legal case.**

Who constructs the authority of information in this scenario?

7.a. is worth 5 points.
Answer: Any persons associated with the legal system (judges, lawyers, witnesses, etc.)

What types of information have authority in this context?
Give one example and explain why his information source is authoritative.

7.b. is worth 5 points.
Answer: Any examples of information sources related to the legal system such as legal documents, previous court cases/rulings, laws, testimony, etc. As long as the student explains the connection between the information source and the authority, the answer is correct. Example: Witness testimony. Witnesses have authority over their own experiences.

8. **As part of the Information Literacy Unit, you watched a TED Talk with Eli Pariser called "Beware online "filter bubbles." Based on what you learned about the authority of information sources, how did this video make you think about researching a topic for a class project?**

Question 8 is worth 5 points.
Answer: Student explains what was learned in the video (that there is hidden information on Google/Facebook/Etc.) and that this may be problematic in researching for class projects because you won't find all of the information available. Student indicates that they watched and thought about the video.

Section 3 - Applying What You've Learned

9. Evaluate the two articles linked here. Compare and contrast the articles considering the evaluation criteria you learned about in the Information Literacy Unit: Author, Audience, Purpose, Relevance, Date. (Articles: http://www.cnn.com/2015/10/23/health/pizza-and-other-foods-addicting/ and http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0117959 we will link the PDF for the second article.

Question 9 is worth 15 points.

Author   The author for Article 1 is Carina Storrs (CNN) and the authors for Article 2 are Erica Schulte, Nicole Avena, and Ashley Gearhardt. The authors for the second article are doctors and psychologists. University and hospital credentials are mentioned.

Audience   The first article is from CNN which is a news source, therefore the audience is the general public. The second article is from a scholarly journal, therefore it is for a specialized/educated/expert audience.

Purpose   Students should be able to explain that the first article's purpose is informational, reporting on a research study and the second article's purpose is the actual research study findings.

Relevance

Date   Students should note in their comparison that the second article was published prior to the first.

Question 10 is worth 10 points, 5 points per context.

10. Based on the articles and your answer to question 9:

Describe a context where source 1 would fulfill your information need.

Student describes a non-academic context.

Describe a context where source 2 would fulfill your information need.

Student describes an academic context, or a need for expert information.

Grading Rubric

Grading Rubric for Information Literacy Unit (100 points)

	A	B
PQRC Module 4 and Source Types Homework Guide	Views PQRC Module 4 and completes all of the Source Types Homework Guide.	Views PQRC Module 4 and completes most of the Source Types Homework Guide.
Information Cycle and Evaluating Sources Worksheet	Actively participates in the Information Cycle activity and completes all of the Evaluating Sources Worksheet.	Participates in the Information Cycle activity and completes most of the Evaluating Sources Worksheet.
One Source Evaluation	Locates one source on assigned topic and either brings to class or posts to Blackboard prior to class. Completes thorough evaluation of this source in class.	Locates one source on assigned topic and either brings to class or posts to Blackboard prior to class. Completes most of the evaluation of this source in class.
Exam: Section 1	Earns 22-25 points (see answer key).	Earns 20-21 points (see answer key).
Exam: Section 2	Earns 22-25 points (see answer key).	Earns 20-21 points (see answer key).
Exam: Section 3	Earns 22-25 points (see answer key).	Earns 20-21 points (see answer key).
Total Score		

Student Name:

C	D	F	Points Earned
Views PQRC Module 4 and completes some of the Source Types Homework Guide.	Views PQRC Module 4 and completes very little of the Source Types Homework Guide.	Does not view PQRC Module 4 or complete any of the Source Types Homework Guide.	/10
Participates in the Information Cycle activity and completes some of the Evaluating Sources Worksheet.	Minimally participates in the Information Cycle activity and completes very little of the Evaluating Sources Worksheet.	Does not participate in the Information Cycle activity and does not complete the Evaluating Sources Worksheet.	/10
Does not locate one source on assigned topic prior to class, but actively participates with source evaluation discussion using classmates' sources.	Does not locate one source on assigned topic prior to class and somewhat contributes to source evaluation discussion.	Does not locate one source on assigned topic prior to class and does not participate in class discussion.	/5
Earns 17-19 points (see answer key).	Earns 15-16 points (see answer key).	Earns 14 or fewer points (see answer key).	/25
Earns 17-19 points (see answer key).	Earns 15-16 points (see answer key).	Earns 14 or fewer points (see answer key).	/25
Earns 17-19 points (see answer key).	Earns 15-16 points (see answer key).	Earns 14 or fewer points (see answer key).	/25
			/100

7. Appendices

Source Evaluation Worksheet

Name: _____

Part 1:

Use the source distributed to you to complete this worksheet. In some situations, the source may not provide everything you need to complete this evaluation. You may use a computer to locate additional information about the source and its author(s). This worksheet is worth 5 points out of a total of 100 points for the Information Literacy Unit.

Source Title:

Article Title (if applicable):

Publication Date:

Publisher:

Author(s) or Editor:

What are the author's credentials?   Scholar   Journalist   Other _____

        How do you know?

What is the purpose of this source?

Using the vocabulary used in the modules you completed for homework, describe what kind of source this is.

Which source type is the best fit for this source? (Scholarly Journal, Scholarly Book, Non-Scholarly Periodical, Non-Scholarly Book, Website/Social Media, Other (Government Document, Data, Image, Photograph, Archival Document)

Part 2:

Campus conversations related to the common book and themes of race and social justice are important fuel for future research. What opportunities do you see for future research in this realm? Imagine that you are asked to contribute to the conversation at some point in the next five years. What form might your contribution take.

Name: _____

Source Types Homework Guide

Use this guide to take notes while you view "Module 4: How do I evaluate sources?" This assignment is worth 5 points out of a total 100 points for the Information Literacy Unit.

1. Primary and Secondary Sources

Define a **primary source**:

List two examples

1.

2.

A **secondary source** is an interpretation, analysis, commentary, or basically anything about a primary source.

List one example of a secondary source

1.

Distinguish between primary and secondary sources.

_____ sources provide raw material to analyze

 _____ sources support your argument

A source can function as either a primary or secondary source. What does the distinction depend on?

2. Peer Review

For scholarly journals, what does the process of peer review involve?

1.

2.

3.

3. Scholarly Journals

What are the two principal purposes of scholarly journals?

1.

2.

Are all scholarly journals considered equally **authoritative**?   Yes   No

4. Non-scholarly periodicals

What are two examples of non-scholarly periodicals?

1.

2.

What can a non-scholarly periodical provide that a scholarly journal cannot?

Are they considered as authoritative as scholarly journals?   Yes   No

5. Websites

What do almost all websites provide (circle one)?

authoritative information   primary sources   secondary sources

Circle the examples of **T**op **L**evel **D**omains that are **restricted:**

.edu   .com   .gov   .org

What is one question to consider when evaluating the authoritativeness of a website?

6. Books and Other Sources

List two differences between scholarly books and scholarly journal articles.

1.

2.

Non-scholarly books are most useful as what type of source (circle one)?

Primary source   Secondary source

List one example of a government publication.

1.

Can social media sites (such as Facebook) provide authoritative information to be used as a secondary source?   Yes   No

KU LIBRARIES
The University of Kansas

Evaluation Criteria Handout

The criteria for evaluating information sources that we will use today are:

- Author – The author or creator of the information source. Who are they? What do they do for a living? What, if any, are their credentials (ex. Ph.D.)? What are their lived experiences?

- Audience – To whom the information source is directed to.

- Purpose – Every information source serves a purpose. Why was the source created? What is the source intended to do?

- Relevance – The connection of the information source to the information need. What do you need to know? Does this information source answer your question? Is the information source tightly connected to your information need or loosely connected?

- Date – When the information source was published. For some information needs, the publication date does not matter. For other information needs, the most recent information is the most valuable.

TYPE 2 DIABETES FAMILY HISTORY AND ENGAGEMENT IN PROTECTIVE NUTRITION BEHAVIORS: A CROSS-SECTIONAL STUDY OF COLLEGE STUDENTS

Ann O. Amuta, PhD, MPH, CPH
Adam E. Barry, PhD

Abstract: *The objective of this study was to determine whether having a Type 2 diabetes (T2D) family history is significantly associated with protective nutrition behaviors. Data were collected via web-based survey from undergraduate students (18 or older, n=905). Fruits and vegetables consumption and use of posted caloric information were outcome variables and demographic and family history statuses were predictor variables. Poisson and linear regression analyses were used to model all results. Participants with a positive T2D family history were (48.8%; n=441) and those without were (51.2%; n=462). After adjusting for demographic characteristics, there was no statistically significant relationship between T2D family history status and fruit consumption behavior (β -0.036, p=0.280) or vegetable consumption (β = 0.047, p=0.157). However, college students who have a family history of T2D were more conscious about calorie information when ordering/buying food (RR = 0.873, p<0.05). Health educators are tasked to include family history status as a component of T2D intervention procedures as this group is at higher risk for developing T2D.*

Keywords: *Diabetes; family history; nutrition; college students*

BACKGROUND

Type 2 Diabetes (T2D) is a leading contributor to a variety of health concerns, such as blindness, kidney disease, limb amputation, stroke, and heart disease (National Institute of Diabetes and Digestive and Kidney Diseases, 2013). In the United States, approximately 35% (79 million) of U.S. adults exhibit signs of pre-diabetes, while T2D diagnoses are projected to increase by 165% in the next four decades (Boyle JP, Honeycutt AA, Narayan KM, Hoerger TJ, Geiss LS, Chen H,Thompson TJ, 2001). According to the American Diabetes Association (ADA) (ADA Report 2013a), the total estimated cost associated with diagnosed T2D is approximately $245 billion.

What is perhaps most troubling, however, is that studies contend predictors of T2D begin quite early in life (Kaufman, 2011; Mokdad et al., 2001). Approximately 3,600 youth are newly diagnosed with T2D annually (American Diabetes Association, 2013b). Moreover, obesity (a leading contributor to T2D) is on the rise among children and adolescents (Rorive, Letiexhe, Scheen, & Ziegler, 2005) and behavioral risk factors for T2D, such as obesity, sedentary behavior, smoking and poor eating habits, are also increasing among adolescents (Bishop J, Middendorf R, Babin T, Tilson W, 2005; Ogden CL, Carroll MD, Kit BK,Flegel KM., 2012; Centers for Disease Control and Prevention,

2007). Lifestyle behaviors developed at a young age set the stage for behaviors to persist into adulthood and subsequently become more difficult to change as an adult (Nemet et al., 2005; V, Räsänen, Raitakari, Pietinen, & Viikari, 2004).

Results from the Behavioral Risk Factor Surveillance Survey (Centers for Disease Control and Prevention 2013) suggest that the greatest increases in obesity occur in individuals between the ages of 18 to 29 years, during the transition from adolescence to adulthood when many students are in college (Ogden CL, Carroll MD, Kit BK,Flegel KM., 2012; V, Räsänen, Raitakari, Pietinen, & Viikari, 2004). College years represent a major shift for students as most are living away from home for the first time and are consequently forced to make health-related lifestyle decisions without their parents or guardians. Due to this increased self-reliance, it is not surprising 70% of college students have significant weight gain once they start college (Lloyd-Richardson, Bailey, Fava, & Wing, 2009). Currently, about 22% of college students are overweight and approximately 12% are obese (American College Health Association, 2013).

Although T2D is preventable, or at least delay-able, with changes in lifestyle (Hamman et al., 2006), there are non-modifiable risk factors that make an individual more susceptible than their peers (Claassen et al., 2010). Evidence that

Send correspondence to **Ann O. Amuta, PhD, MPH, CPH,** Assistant Professor, Texas Woman's University, Department of Health Studies, Denton, TX 76204, Phone: 979.845.928, aamuta@twu.edu; **Adam E. Barry PhD,** Associate Professor, Texas A&M University, Department of Health & Kinesiology – Mail Stop 4243, College Station, TX 77843, 979.845.3290, aebarry@hlkn.tamu.edu