



University 101
Information
Literacy Unit
Instructor
Manual
Fall 2017



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Adapting this Resource

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

Additional files related to this resource are available in KU ScholarWorks at <http://hdl.handle.net/1808/24769>

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Overview

The University (UNIV) 101 Information Literacy Unit consists of four (4) 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 (ACRL) 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, 2017). In particular, the Information Literacy 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, 2017)."

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 requires students to read a scholarly journal article and discuss the research cycle in class. Day four 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.

Day 1 and Day 4 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 regarding 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.

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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 participate in Day 1 of the Information Literacy Unit.

For instructors:

- ✓ 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 “How do I evaluate sources?” videos and the “Source Types Homework Guide.” A direct link to the videos is on Blackboard.
- ✓ Print copies of the “Evaluating Sources Worksheet”



The “How do I evaluate sources?” videos are available via the UNIV 101 Instructor Resource Blackboard site and will 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.
- ✓ 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) Source Checklist (available via Blackboard and in the appendices of this manual)
- d) Markers & Whiteboard (or chalk and chalkboard)
- e) 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 *Citizen: An American Lyric* by Claudia Rankine as the 2017 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. Sources that are highlighted should be excluded in classes with fewer than 20 students. 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 2017 KU Common Book

There are four (4) sources in the kit that are examples of how information is released following an event. 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 –
"‘Citizen: An American Lyric’ Named 2017-2018 Common Book." KU Today, 15 Mar. 2017, <https://today.ku.edu/citizen-american-lyric-named-2017-2018-ku-common-book>.
2. Social media –
Various Tweets regarding KU's Common Book selection for 2017-2018. May 2017.-located in a separate Word doc
3. Non-scholarly periodical (newspaper) –
Brey, Nolan. "2017-18 Common Book 'Citizen: An American Lyric' to continue discussions about race on campus." The University Daily Kansan [Lawrence, KS], 15 Mar. 2017. http://www.kansan.com/news/common-book-citizen-an-american-lyric-to-continue-discussions-about/article_c7cbebaa-09d4-11e7-9aa6-2bd644855699.html.
4. Non-scholarly periodical (newspaper) –
Hlavacek, Joanna. "KU announces 'Citizen: An American Lyric' as its 2017-2018 Common Book." Lawrence Journal-World, 16 Mar. 2017. <http://www2.ljworld.com/news/2017/mar/16/ku-announces-2017-2018-common-book/>.

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) –
Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2014.
6. Website (.org) –
"Claudia Rankine." Wikipedia: The Free Encyclopedia, 25 May 2017, https://en.wikipedia.org/wiki/Claudia_Rankine.
7. Non-scholarly periodical (book review) –
Morse, Sandell. "A Review of Claudina Rankine's *Citizen*, An American Lyric." *Brevity*, 18 Jan. 2016, <http://brevitymag.com/book-reviews/a-review-of-claudia-rankines-citizen-an-american-lyric/>.
8. Non-scholarly periodical (book review) –
Bass, Holly. Review of Claudia Rankine's 'Citizen.' *New York Times*, 24 Dec. 2014, <https://www.nytimes.com/2014/12/28/books/review/claudia-rankines-citizen>.
9. Press release –
"Claudia Rankine, Acclaimed Writer, Receives Princeton's Holmes National Poetry Prize and Lectures at Lewis Center for the Arts." Lewis Center for the Arts at Princeton University, 21 Feb. 2017. <http://cdn.arts.princeton.edu/wp-content/uploads/2017/02/PR-Holmes-Poet-C-Rankine-w-Lecture-3-1-17.pdf>.

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 2017 common book selection, it's helpful to think about the larger context of common book programs. 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 2017.

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 2017. <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 (2017). 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 2017.

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 -

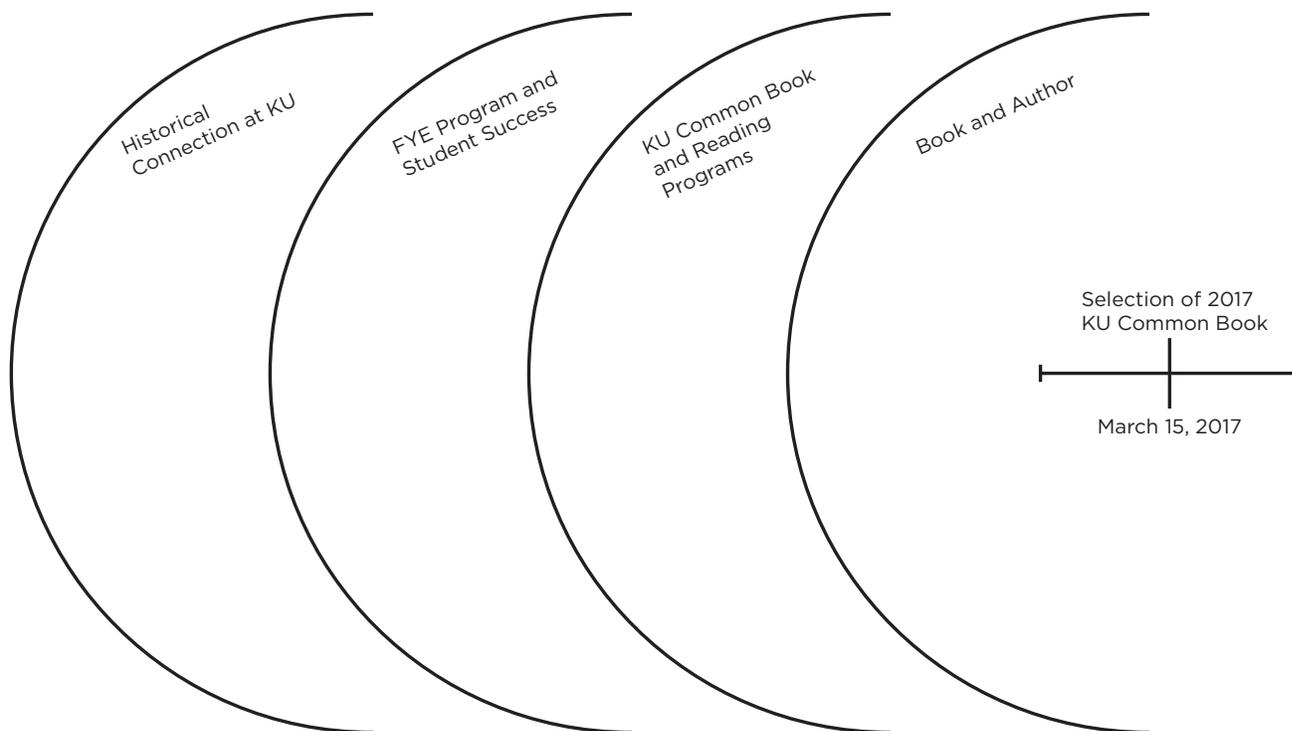
University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." Lawrence, KS, n.p.: 2017. Web. 6 June 2017.

25. Non-governmental organization/data -

State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2017. <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



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 2017 KU Common Book – March 15, 2017" 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) 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)
- f) Give each student one source from the Information Cycle kit.
- g) 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.
- h) 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.
- i) Students write the date of their source on the Post-it, and place the Post-it in the correct section of the information cycle.
- j) Conclude activity with discussion of the many ways a research topic can go.
- k) Assign pre-work for Day 2 as identified in the next section of this manual.

Discussion Guide

Introduction:

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."

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.

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. 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.

Student Sharing:

a) Selection of 2017 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 2017 KU Common Book that we have been reading in class. The selection was announced on March 15, 2017.

Question: Who has a source about the selection of the 2017 KU Common Book?

1. "'Citizen: An American Lyric' Named 2017-2018 KU Common Book." *KU Today*, 15 Mar. 2017, <https://today.ku.edu/citizen-american-lyric-named-2017-2018-ku-common-book>.

This press release, prepared by the KU News Service, was accessed on the KU Today website. This non-scholarly document announces the selection of the KU Common Book for the 2017-2018 school year.

2. Various tweets regarding KU's Common Book selection for 2017-2018. May 2017.

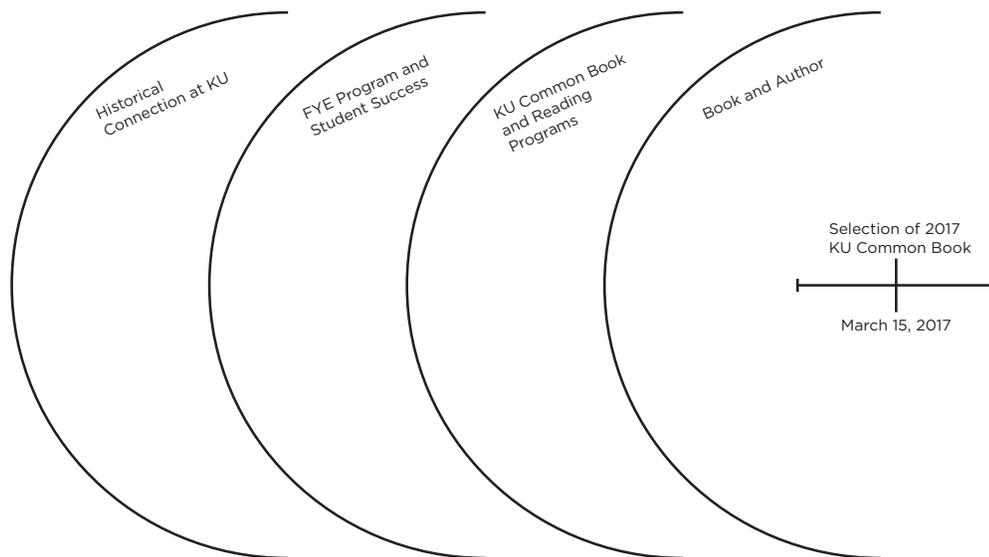
These tweets come from a variety of accounts, all commenting on KU's selection of *Citizen: An American Lyric* as the upcoming Common Book.

3. Brey, Nolan. "2017-18 Common Book 'Citizen: An American Lyric' to continue discussions about race on campus." *The University Daily Kansan* [Lawrence, KS], 15 Mar. 2017. http://www.kansan.com/news/common-book-citizen-an-american-lyric-to-continue-discussions-about/article_c7cbebaa-09d4-11e7-9aa6-2bd644855699.html.

This article appeared in KU's student newspaper, a non-scholarly periodical. It covers the selection of KU's Common Book for the 2017-2018 school year.

4. Hlavacek, Joanna. "KU announces 'Citizen: An American Lyric' as its 2017-2018 Common Book." *Lawrence Journal-World*, 16 Mar. 2017. <http://www2.ljworld.com/news/2017/mar/16/ku-announces-2017-2018-common-book/>.

This article, a non-scholarly source published in a local newspaper, provides quotes from Howard Graham, associate director for academic programs in the Office of First Year Experience, and Sarah Crawford-Parker, assistant Vice Provost for First-Year Experience.



b) 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 *Citizen: An American Lyric*, its impact, or its author?

- Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2014.

This non-scholarly non-fiction book is the KU Common Book for 2017-2018.

- "Claudia Rankine." *Wikipedia: The Free Encyclopedia*, 25 May 2017, https://en.wikipedia.org/wiki/Claudia_Rankine.

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

- Morse, Sandell. "A Review of Claudina Rankine's *Citizen*, An American Lyric." *Brevity*, 18 Jan. 2016, <http://brevitymag.com/book-reviews/a-review-of-claudia-rankines-citizen-an-american-lyric/>.

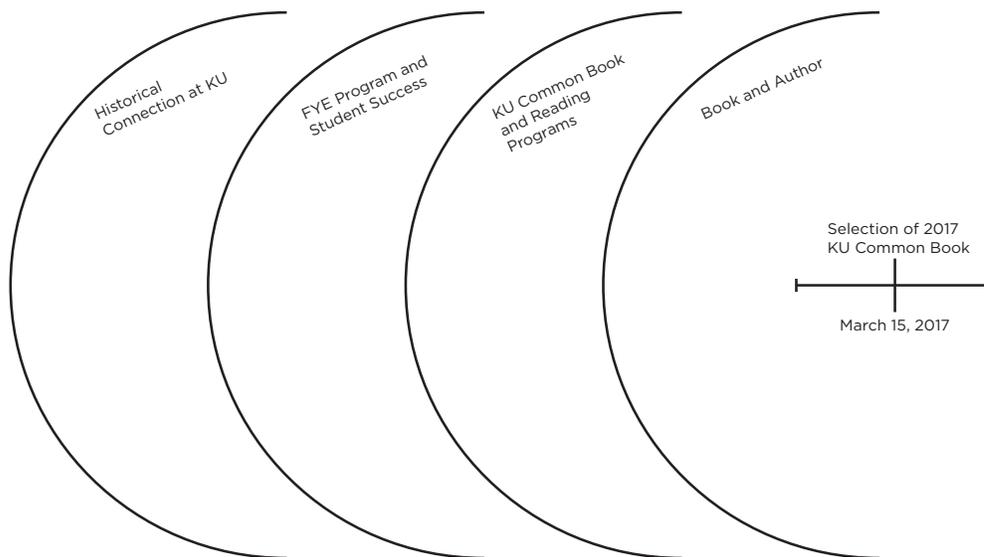
This book review, published in a non-scholarly periodical, provides another individual's perspective on Rankine's *Citizen*.

- Bass, Holly. Review of Claudia Rankine's 'Citizen.' *New York Times*, 24 Dec. 2014, https://www.nytimes.com/2014/12/28/books/review/claudia-rankines-citizen.html?_r=0.

This book review, published in a non-scholarly periodical, considers Rankine's *Citizen*.

- "Claudia Rankine, Acclaimed Writer, Receives Princeton's Holmes National Poetry Prize and Lectures at Lewis Center for the Arts." *Lewis Center for the Arts at Princeton University*, 21 Feb. 2017. <http://cdn.arts.princeton.edu/wp-content/uploads/2017/02/PR-Holmes-Poet-C-Rankine-w-Lecture-3-1-17.pdf>.

This non-scholarly press release is promoting Rankine's poetry award.



c) 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 a few weeks or months old. In the situation of the 2017 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.

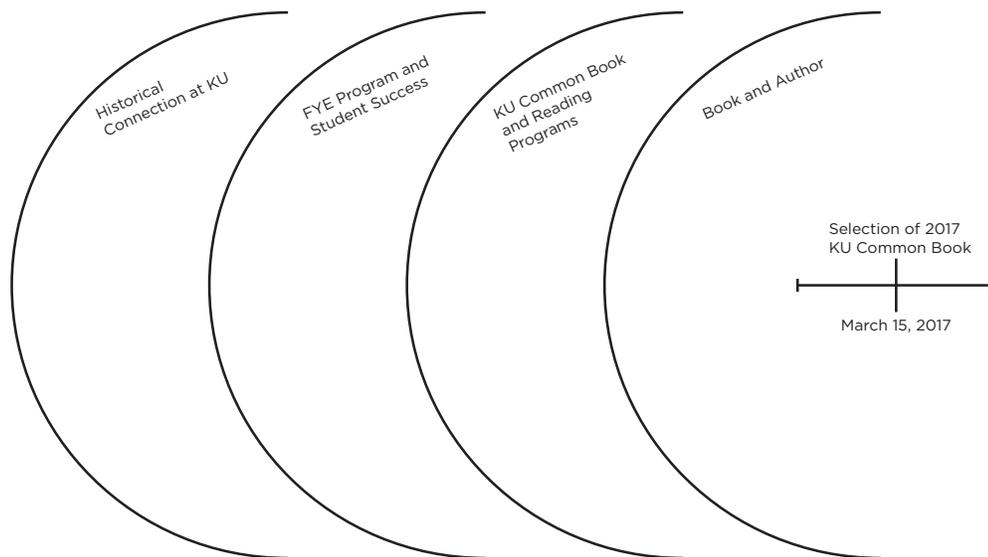
11. Hilyard, Nann Blaine. "The Big Read = A Big Opportunity for Your Library." *Public Libraries* Sept./Oct. 2009: 9-15. Print.

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?



13. "History – KU Common Book." First-Year Experience. U. of Kansas, n.d. Web. 2 June 2017.

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.

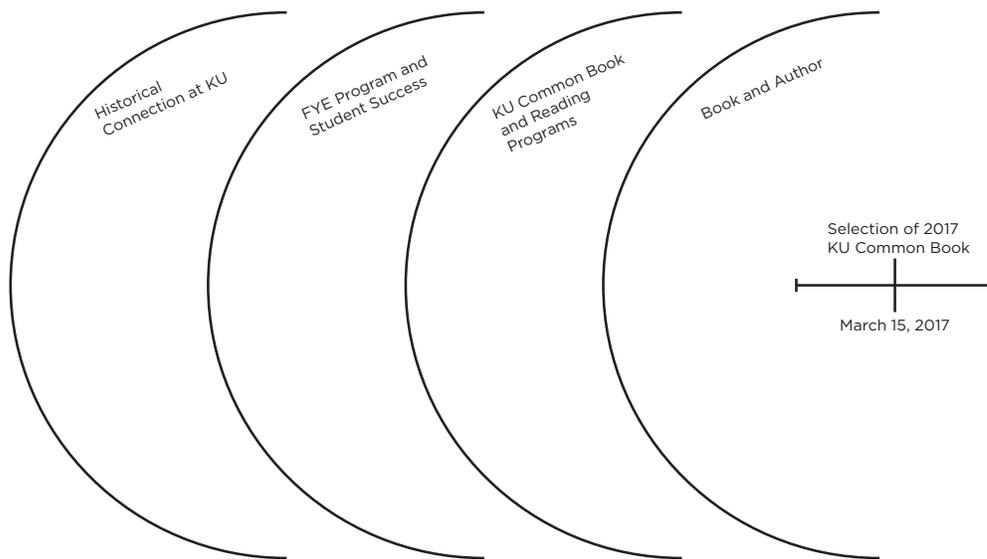
[This question and sources should only be used in classes with more than 19 students] Question: Of course, there are many other ways to approach the topic. For example, you could compare the selection of two different books. A couple of years ago, a book by Laura Moriarty, who teaches here at KU, was 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 2017. <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.



d) 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.

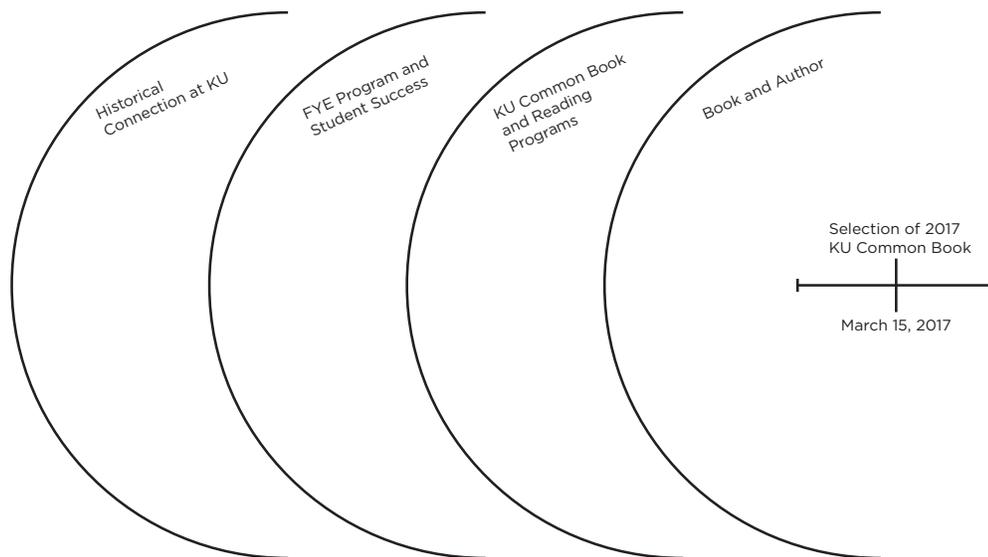
This scholarly article examines a transition program aimed at high school students entering college at the University of Kansas. The authors present the results of the outcome assessment performed after the first four years of the program and analyze its efficacy.

18. *Journal of the First-Year Experience and Students in Transition*. 28.1 (2017). 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.



e) 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 pictorial 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 2017.

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.: 2017. Web. 6 June 2017.

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 2017. <https://public.tableau.com/profile/jarmstrong#!/vizhome/SHEFInteractiveStateData/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 2017 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 one source 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 or a topic specific to your class. Ask your students to locate one information source pertaining to this event.
- ✓ Print copies of the “Evaluation Criteria Handout.”



The ACRL Framework and the “Evaluation Criteria Handout” are available via the UNIV 101 Instructor Resource Blackboard site.

For students:

- ✓ Locate one source on the assigned topic.
- ✓ Bring source to class and be prepared to discuss it on Day 2. Students do not need to read the entire source that they select.

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 the level of authority needed is dependent on the information need
- c) Select and evaluate sources based on specific information needs
- d) Demonstrate awareness of information privilege

Materials

Materials Needed:

- a) Authority is Constructed and Contextual PowerPoint (available via Blackboard)
- b) Evaluation Criteria Handout (available via Blackboard)
- c) Sources that the students submitted (either printed or electronic)

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** – Those to whom the information source is directed.
- **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 through 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 will 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.

Next, you will discuss where you might look for information or answers to specific questions. This will lead to a discussion about why context matters. After discussing context, you will discuss how the authority of information is constructed. Finally, your students will evaluate the sources they found using the evaluation criteria learned throughout the lesson.

Class Plan:

- a) Open the Authority is Constructed and Contextual PowerPoint.
- b) Write the headings for four columns on the board, leaving enough space to take notes beneath them:
 - Sources of Authority
 - True/Real
 - Specialized Knowledge/Expertise
 - Reliable/Credible
- c) Pass out "Evaluation Criteria Handout."
- d) Work through slides and discussion, following the Discussion Guide below.
- e) 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.

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 in the "Sources of Authority" column.

Slide 3: This is a definition from Webster's Dictionary for the word "authority." Let's brainstorm some criteria for what it means to be "true or real."

Record notes on the board in the "True/Real" column.

Slide 4: Our next definition comes from the Oxford English Dictionary. Consider the phrase "extensive or specialized knowledge" and the word "expert."

? How does a person come to have extensive or specialized knowledge? What does it mean to be an expert?

Record notes in "Specialized Knowledge/Expertise" column.

Slide 5: Our last definitions emphasize the words "reliable" and "credible."

? What does it mean for something to be reliable? What does it mean for something to be credible? Is there a difference between the two?

Record notes in the "Reliable/Credible" column.

Slide 6: Let's discuss.

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

? When you have a question about your new phone, where do you go for answers?

? When you have a question about finding information, where do you go for answers? (Hint: the Library)

Slide 7: As you can see from the answers to these questions, where you look (or who you ask) for information depends on the question. When you recognize that your knowledge is inadequate for a situation, you have an information need. Responding to an information need means thinking about what information is required in order to answer the question and where you are most likely to find that information. This could be for class research, personal decision making, or general curiosities. All information sources serve a purpose. Your job is to match the purpose to your information need.

Slide 8: Imagine that your roommate is diagnosed with diabetes. This has left you with a variety of questions, from the kind of food they should eat to the implications for their overall health. Imagine, too, that your English 102 teacher asked you to write a research paper using peer-reviewed sources on any topic you are curious about. You decide to write your paper on diabetes. So we have two scenarios-- one occurring in an academic context and the other in a non-academic context.

? What is the information need for the academic context?

? What is the information need for the non-academic context?

Slide 9: Now we're going to evaluate a source about diabetes and determine whether it is appropriate for either of these two contexts. Let's take a look at the Evaluating Sources Handout. On one side is the first page of an information source. On the other is some criteria commonly used when evaluating sources.

? What do you know about this source based on the criteria listed on your handout?

? In what ways does this source meet our academic or non-academic information needs?

Slide 10: It's important to remember that authority 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 are 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.

Slide 11: It's important to note, too, that some information, especially information that is valued in an academic context, often requires privileged access. This means that you, as a student at KU, have access to information that others do not have. This access is provided to you via subscription databases through KU Libraries. This access will go away once you graduate. This makes it even more important to evaluate information sources for authority.

? How does this system privilege some individuals over others?

Slide 12: With a partner, I would like you to evaluate the sources you found for homework using the criteria on your handout. This should take around 5 minutes.

? Tell me about your sources. What kinds of information did you find?

Slide 13: Think back to the information cycle activity that we did last time. Based on the information sources we just discussed, what types of sources are missing? Do we need additional or different types of sources to understand this topic? Do we need sources from a different time period? What if I told you I wanted you to write a research paper on the topic - do we have enough sources?

Slide 14: There are several takeaways from today's lesson. First, the level of authority needed is dependent on your information need. There are both academic and non-academic information needs. Determining whether your information need is academic or non-academic will help you determine the information source that is the most useful. You should select and evaluate sources based on your specific information needs. Finally, access to certain types of information is a privilege. You should consider all of these factors whenever you are faced with an information need.

Research Cycle

Pre-work:

For instructors:

- ✓ Watch the “How to read a journal article” video: <https://ugresearch.ku.edu/student/researchbytes/how-read-social-sciences-academic-journal-article>. (Link on Blackboard)
- ✓ Read “State of Sleep” article. (Located on Blackboard)
- ✓ Review the Class Plan and Discussion Guide for Day 3.

For students:

- ✓ Watch the “How to read a journal article” video: <https://ugresearch.ku.edu/student/researchbytes/how-read-social-sciences-academic-journal-article>
- ✓ Read “State of Sleep” article.

Purpose: The purpose of this discussion is to teach students the skills necessary to read a social science journal article and to introduce the steps of the scholarly research cycle.

Learning Outcomes:

Students will . . .

- a) Acquire critical reading skills for reading social science journal articles.
- b) Recognize the steps of the scholarly research cycle.
- c) Be introduced to Undergraduate Research opportunities.

Class Plan:

- a) Open “Research Cycle” video. <https://ugresearch.ku.edu/student/researchbytes/researchcycle>
- b) Open “Getting Started in Research” PowerPoint.
- c) Minimize the video and the PowerPoint to be used later during class.
- d) Work through discussion following the Discussion Guide below.
- e) Assign pre-work for Day 4 as identified in the next section of this manual.

Discussion Guide

1. Introduction:

Earlier in this unit, we talked about different types of sources such as newspaper articles, magazines, blogs, Tweets, etc. Today, we are going to talk more in depth about one particular type of source, scholarly journal articles. We will review what scholarly research is, the research cycle, and how this kind of research ends up being published in a scholarly journal. These journal articles and the information within them are much more in-depth than the surface level information you might find with a simple Google search. We will also work on the skills required to read a scholarly journal article.

2. Research Cycle:

Let’s watch a video about the “Research Cycle.” [watch video, 6 minutes] This video gave us an overview of the different parts of the research process. Now, we are going to use these different parts of the research cycle to understand the journal article that you read about sleep and college students.

3. Discuss Journal Article:

- a. Divide students into 4 different groups. Assign each group a section of the research cycle: 1. Research question; 2. Scholarly conversation; 3. Methods; 4. Analysis
- b. Have each group of students look at the journal article to identify where they can see their part of the research cycle in the article. Give students around 5-10 minutes to work in their groups. Example questions you could use to prompt each group:
 - i. Research question group: What is the main research question of this article?
 - ii. Scholarly conversation group: What have other scholars found when studying college student sleep patterns?
 - iii. Methods: How did the researchers collect evidence? (for this one, get the students to focus on the big picture—using surveys or interviews—not on any particular technical details that they might not understand)
 - iv. Analysis: What results did they find? What conclusions did the author’s draw from these results?
- c. On the board, make one column for each group and write their topic at the top (Research question, etc.). As groups are wrapping up their discussion, have them come up to the board and write a summary of their main conclusions under their section. After everyone has come up, have each group present to the class about their section of the journal article and how it fits within the research cycle.
- d. Optional discussion questions (if time):
 - i. Are the author’s conclusions supported by the evidence?
 - ii. How does the evidence found in this article different than the type of evidence you might come up with if you just did a Google search? (Remind students that there is a much higher standard of evidence for academic research, and a much more prolonged process for collecting that evidence, than you’d find in popular sources). Remind them of the peer-review process they learned about in the videos for Day 1.
 - iii. What, if any, changes to your sleep patterns might you make based on this article?

4. Opportunities to get involved with undergraduate research at KU (last 5 minutes of class):

Now that you know more about what academic research is and that it often appears in scholarly journal articles, you also should know that undergraduates can get involved with doing research at KU. Students can do research in pretty much any major. Let’s watch a video to learn more.

[Show students the “Getting started in research” PowerPoint and watch the embedded video.]

Authority Game

Pre-work:

For instructors:

- ✓ Check out the Authority Game kit from the Office of First-Year Experience for use on Day 4.
- ✓ 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, and make modifications as needed.

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.

Discussion: Move down the line of students, asking each to read their source card. As a class, decide if the source should be moved.

Game Components

Scenario 1 (academic): Write a research paper about Beyoncé's visual album *Lemonade*.

Scenario 2 (non-academic): How do you decide whether to watch/listen to Beyoncé's visual album *Lemonade*?

Source Cards:

1. Your close friend tells you they think Beyoncé is overrated.
2. The liner notes of the album *Lemonade* by Beyoncé.
3. A Salon.com article entitled "Yes, Beyoncé is a "real artist": Stop challenging the authenticity of her work."
4. A meme with the text "I woke up like this" posted by a friend on Facebook.
5. International Federation of the Phonographic Industry Global Music Report 2017
6. An article published on the Guardian website entitled "Beyoncé unleashes Black Panthers homage at Super Bowl 50."
7. A Tweet by @jamilahking: "Beyoncé's dancers paid tribute to #MarioWoods, black man killed by San Francisco police. #SB50 #Black Lives"
8. A scholarly article entitled "Beyoncé's *Lemonade*, Avant-Garde Aesthetics, and Music Video: 'The Past and the Future Merge to Meet us Here'" by Carol Vernallis, research affiliate at Stanford University, in the journal *Film Criticism* (2016).
9. A scholarly article entitled "Get Classy: Comparing the Massive Marketing of *Anchorman 2* to the Non-Marketing of Beyoncé's 'Beyoncé' Album" by David Philp, professor at William Paterson University, published in *Music and Entertainment Industry Educators Association* (2014).
10. A quote from artist Adele: "And this album to me, the "Lemonade" album, is just so monumental. . . And so well thought out, and so beautiful and soul-baring . . ."
11. An NPR article entitled "Close to Home: A Conversation about Beyoncé's 'Lemonade'" that is a conversation between Regina Bradley and Dream Hampton.
12. A BuzzFeed quiz entitled "Your TV Show Preferences Will Reveal Which Pop Diva You Are"
13. A graph entitled 'U.S. Recorded Music Revenues by Format' created by the Recording Industry Association of America
14. A book entitled *Beyoncé: Running the World: The Biography* by Anna Pointer.
15. A book entitled *Gender, Branding, and the Modern Music Industry: The Social Construction of Female Popular Music Stars* by Kristin Lieb.
16. A Saturday Night Live skit that parodies the "Single Ladies" music video.
17. An infographic showing the most popular female pop musician in each state.
18. A Huffington Post article entitled "Why Beyoncé's Latest 'Feminist' Move was so Problematic."
19. An article on CNN.com entitled "Police union calls for law enforcement labor to boycott Beyoncé's world tour."
20. A Wikipedia article entitled "List of Beyoncé's live performances."
21. An animated map showing the spread of Beyoncé's self-titled album spread around the world.
22. A review of Beyoncé's album *Lemonade* on Pitchfork.com.
23. An Atlantic article titled "Why Beyoncé is Embracing Her Own Backlash" which discusses why she sold "Boycott Beyoncé" shirts during her tour.
24. A quote from artist Bon Iver: "Like, I'd prefer Beyoncé didn't do a Pepsi tour. Do not take two million dollars from Pepsi and be a role model for young girls."
25. A post on the Anthro Feminist blog entitled: "The Emma Watson Issue: How Choice Feminism and Pop Star Icons Prevent Feminism from Being Truly Intersectional."

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?

Facilitation

As the instructor, you may need to facilitate discussion among students. What usually works best is for small groups of 3-4 students to talk to each other about their sources, deciding who is most and least authoritative for the information need. After the small group have arranged themselves, they can merge with another small group and continue to discuss who is most and least authoritative. Eventually, the entire class is lined up in order from most authoritative to least authoritative.

After students are lined up, ask each student to read their source. Discuss with the class whether or not that source is in the right place. If the group agrees that they should move, place them somewhere else in the line.

After working through the first scenario, ask students to select a new source and arrange themselves according to the second scenario. Work through the line again with the new scenario.

There is not a “correct” order for these sources. Generally, more scholarly sources are more authoritative to the academic scenario and non-scholarly sources are more authoritative for the non-academic scenario. However, decisions related to source selection also depend on personal preference. This is important to discuss with your students.

While the official outcome for this game is for students to apply what they’ve learned about evaluating the authority of information sources, a second outcome is for them to recognize that all information sources are valuable. How valuable depends on what they are and how you intend to use them.

Exam Questions

Survey Link: https://kansasedu.qualtrics.com/jfe/form/SV_9HokzbfP8NwxEj3

Exam Answer Key

Once your student completes the Information Literacy Exam, an email will be sent to you with your answers for grading. The text below is exactly what the email text will look like, only you will see your student's name and your own name instead of "Answer Key" and "Becker, Jill." How the student answered the question is below the question. The correct answers are **highlighted** below. They are not highlighted in the email you will receive. Please note that questions 5-11 are subjective. Use your best judgment based on the content of the unit and your own knowledge to determine if student answers are correct.

The email will come from KU Libraries with a subject line that reads "2017 Fall: UNIV101 Info Lit Assessment." You will receive an email for each student who completes the exam.

Below are the results of the UNIV 101 Information Literacy Assessment. Your student's name is included in the results. For questions about these results, contact Jill Becker (jkbecker@ku.edu), Head of the Libraries' Center for Undergraduate Initiatives & Engagement. The answer key and grading rubric for this assessment is located on the UNIV 101 Instructor Resource Blackboard page.

Recipient Data:

Time Finished: 2017-10-02 11:39:08 CDT

IP: 129.237.47.180

ResponseID: R_b8wGjSJhcoCOpIV

Link to View Results: [Click Here](#)

URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fkansasedu.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_9HokzbfP8NwxEj3%26R%3DR_b8wGjSJhcoCOpIV&token=xTzG93A9IDFuam74VzKgLwilZmcBoGpHQvMjMxPs%2BQo%3D

Response Summary:

Your Name (First and Last)

Answer Key

Please select your instructor:

Becker, Jill

1) Based on what you learned during the Information Cycle activity, select the appropriate source type for each source.

Various tweets regarding KU's Common Book selection for 2017-2018. May 2017.

Social Media

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

Scholarly Book

"History – KU Common Book." *First-Year Experience*, U. of Kansas, firstyear.ku.edu/history.

Website

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

Government Document

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.

Scholarly Journal Article

Rankine, Claudia. *Citizen: An American Lyric.* Graywolf Press, 2014.

Non-Scholarly Book

Brey, Nolan. "2017-18 Common Book 'Citizen: An American Lyric' to continue discussions about race on campus." *The University Daily Kansan* [Lawrence, KS], 15 Mar. 2017.

Non-Scholarly Periodical

2) If you wanted to understand and analyze the 2017 KU Common Book, *Citizen: An American Lyric* by Claudia Rankine, which would be the best source to choose? For descriptions of these sources, view the annotated bibliography .

Rankine, Claudia. *Citizen: An American Lyric.* Graywolf Press, 2014.

3) Which is the best source to help you understand first-year experience programs and helping students to be successful. For descriptions of these sources, view the annotated bibliography .

Journal of the First-Year Experience and Students in Transition. 28, 1, 2016.

4) Which source might help you answer questions about the historical context of the University of Kansas? For descriptions of these sources, view the annotated bibliography .

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

5a) Author:

Student answers anything related to the author's credentials, experience, or understanding of the subject area.

5b) Audience:

Students explain that the audience is to whom the information source is directed. This is an evaluative criteria because it matches source to information need.

5c) Purpose:

Students explain that the purpose is the reason the source was created. What the source was intended to do.

5d) Relevance:

Students explain that relevance is connecting the information source to the information need. The information source helps to answer the question.

5e) Date:

Students mention the publication date. For some information needs, the publication date does not matter. For other information need, recent information is valuable.

6a) Who constructs the authority of information in this scenario?

Students answer includes any persons associated with the legal system (judges, lawyers, witnesses, etc.)

6b) What types of information have authority in this context? Give one example and explain why this information source is authoritative.

Students provide 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.

7) 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?

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 critically about the video.

8a) 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.

8b) 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.

8c) 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.

8d) Relevance:

Students should explain that both of these sources are relevant to the topic, pizza is an addictive food.

8e) Date:

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

9a) Describe a context in which Article 1 would fulfill your information need.

Student describes a non-academic context.

9b) Describe a context in which Article 2 would fulfill your information need.

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

10) Watch one of the “Research Cycle Interview” videos on the Center for Undergraduate Research website. Pick two steps of the “Research Cycle” that you learned about in class that you heard the researcher talk about in their interview. Write 2-3 sentences summarizing what the researcher said about each step of the research cycle and why you think what they said fits within that step of the research cycle.

• Full points: Correctly matches what the researcher said with the appropriate part of the research cycle. Summary of what researcher said is accurate & is 2-3 sentences for two different parts of the research cycle (4-6 sentences total). • Partial points: Mostly matches correctly with the research cycle & summarizes what the researcher said (thought maybe not 2-3 sentences for each). • No points: Answer is vague to the point that you don't think the student actually watched the video. They do not correctly match parts of the research cycle to the researcher's answers.

Grading Rubric

Grading Rubric for Information Literacy Unit (100 points) Student Name: _____

	A	B	C	D	F	Points Earned
"How do I evaluate sources?" videos and Source Types Homework Guide	Watches all videos and completes all of the Source Types Homework Guide.	Watches videos and completes most of the Source Types Homework Guide.	Watches videos and completes some of the Source Types Homework Guide.	Watches videos and completes very little of the Source Types Homework Guide.	Does not view videos or complete any of the Source Types Homework Guide.	/10
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.	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
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.	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
Exam: Questions 1-4 (one points per correct answer)	Answers all questions correctly.	Answers most questions correctly.	Answers some questions correctly.	Answers few questions correctly.	Answers very few questions correctly.	/10
Exam: Questions 5-5e (two points per correct answer)	Answers all questions correctly.	Answers most questions correctly.	Answers some questions correctly.	Answers few questions correctly.	Answers very few questions correctly.	/20
Exam: Questions 6-7 (6a is worth one point, 6b is worth two points, 7 is worth two points)	Answers all questions correctly.	Answers most questions correctly.	Answers some questions correctly.	Answers few questions correctly.	Answers very few questions correctly.	/5
Exam: Questions 8-10 (five points per correct answer)	Answers all questions correctly.	Answers most questions correctly.	Answers some questions correctly.	Answers few questions correctly.	Answers very few questions correctly.	/40
Total Score						/100



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 **Top Level Domains** 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

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?

Information Cycle Source Check List

Use this check list to keep track of the sources you handed out at the beginning of class. Depending on the size of your class, not all sources will be passed out. Check the box in the “handed out” column if/when the source is handed to the student. Check the “finished” box when the source has been discussed.

Handed Out?	Question: Who has a source about the selection of the 2016 KU Common Book?	Finished
<input type="checkbox"/>	1. KU Press Release: “‘Citizen: An American Lyric’ Named 2017-2018 KU Common Book.” <i>KU Today</i> , 15 Mar. 2017, https://today.ku.edu/citizen-american-lyric-named-2017-2018-ku-common-book .	<input type="checkbox"/>
<input type="checkbox"/>	2. Various Tweets regarding KU’s Common Book selection for 2017-2018. Mar.-May 2017. Web.	<input type="checkbox"/>
<input type="checkbox"/>	3. Hlavacek, Joanna. “KU announces ‘Citizen: An American Lyric’ as its 2017-2018 Common Book.” <i>Lawrence Journal-World</i> , 16 Mar. 2017.	<input type="checkbox"/>
<input type="checkbox"/>	4. Brey, Nolan. “2017-18 Common Book ‘Citizen: An American Lyric’ to continue discussions about race on campus.” <i>The University Daily Kansan</i> [Lawrence, KS], 15 Mar. 2017.	<input type="checkbox"/>
Handed Out?	Question: Who has a source that can help us understand and analyze <i>Between the World and Me</i>, its impact, or its author?	Finished
<input type="checkbox"/>	5. Rankine, Claudia. <i>Citizen: An American Lyric</i> . Graywolf Press, 2014.	<input type="checkbox"/>
<input type="checkbox"/>	6. “Claudia Rankine.” <i>Wikipedia: The Free Encyclopedia</i> . Wikimedia Foundation, Inc. 25 May 2017. Web. 2 June 2017.	<input type="checkbox"/>
<input type="checkbox"/>	7. Morse, Sandell. “A Review of Claudia Rankine’s <i>Citizen, an American Lyric</i> .” <i>Brevity</i> , 18 Jan. 2016. Web.	<input type="checkbox"/>
<input type="checkbox"/>	8. Bass, Holly. Review of Claudia Rankine’s ‘ <i>Citizen</i> .’ <i>The New York Times</i> , 24 Dec. 2014. Web.	<input type="checkbox"/>
<input type="checkbox"/>	9. “Claudia Rankine, Acclaimed Writer, Receives Princeton’s Holmes National Poetry Prize and Lectures at Lewis Center for the Arts.” <i>Lewis Center for the Arts at Princeton University</i> , 21 Feb. 2017.	<input type="checkbox"/>

Question: Who has a source that provides information about common books nationally? **Finished**

Handed Out?

- | | | | |
|--------------------------|-----|--|--------------------------|
| <input type="checkbox"/> | 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. | <input type="checkbox"/> |
| <input type="checkbox"/> | 11. | Hilyard, Nann Blaine. “The Big Read = A Big Opportunity for Your Library.” Public Libraries Sept./Oct. 2009: 9-15. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 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. | <input type="checkbox"/> |

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

Handed Out?

- | | | | |
|--------------------------|-----|---|--------------------------|
| <input type="checkbox"/> | 13. | “History – KU Common Book.” First-Year Experience. U. of Kansas, n.d. Web. 2 June 2016. | <input type="checkbox"/> |
| <input type="checkbox"/> | 14. | Kansas Alumni Magazine. 2012. Print. | <input type="checkbox"/> |

[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?

- | | | | |
|--------------------------|-----|--|--------------------------|
| <input type="checkbox"/> | 15. | Moriarty, Laura. <i>The Center of Everything</i> . New York: Hyperion, 2003. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 16. | “Laura Moriarty.” KU Women of Distinction. 2004. Web. 3 June 2016. http://emilytaylorcenter.dept.ku.edu/wod-0405/moriarty.html . | <input type="checkbox"/> |

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

**Handed
Out?**

Finished

- | | | | |
|--------------------------|-----|---|--------------------------|
| <input type="checkbox"/> | 17. | Wolf-Wendel, Lisa E., Kathryn Tuttle, and Christine M. Keller-Wolff. "Assessment of a Freshman Summer Transition Program in an Open-Admissions Institution." <i>Journal of the First-Year Experience & Students in Transition</i> 11.2 (1999): 7-32. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 18. | <i>Journal of the First-Year Experience and Students in Transition</i> . 28.1 (2016). Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 19. | Harrison Jr., Harry H. <i>1001 Things Every College Student Needs to Know</i> . Nashville: Thomas Nelson, 2008. Print. | <input type="checkbox"/> |

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

**Handed
Out?**

Finished

- | | | | |
|--------------------------|-----|---|--------------------------|
| <input type="checkbox"/> | 20. | Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. <i>On the Hill: A Photographic History of the University of Kansas</i> . Lawrence: UP of Kansas, 1993. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 21. | D'Ambra, Duke. "Fair Housing March." 1964. Photograph. Spencer Research Library, University of Kansas. University Archives. Web. 2 June 2016. | <input type="checkbox"/> |
| <input type="checkbox"/> | 22. | Rury, John L. and Kim Cary Warren. <i>Transforming the University of Kansas: A History. 1965-2015</i> . Lawrence: UP of Kansas, 2015. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 23. | "Organizing State University." <i>The Laws of the State of Kansas Passed at the Fourth Session of the Legislature</i> . Lawrence: Kansas Daily Tribune Book and Job Office, 1864. 195-198. Print. | <input type="checkbox"/> |
| <input type="checkbox"/> | 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. | <input type="checkbox"/> |
| <input type="checkbox"/> | 25. | State Higher Education Executive Officers. "SHEF (State Higher Education Finances) Interactive Dashboards." 13 Oct. 2015. Web. 2 June 2016. | <input type="checkbox"/> |

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 fruits consumption behavior ($\beta = -0.036$, $p=0.280$) or vegetable consumption ($\beta = 0.047$, $p=0.157$). However, college students who have a family history of T2D were more conscious about caloric 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, Leteiche, 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, Flegal 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, Flegal 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

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