



University 101

Information

Literacy Unit

Instructor

Manual

Fall 2019





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## Adapting this Resource

Video tutorials and other resources for students are located at <https://guides.lib.ku.edu/univ101>.

Additional files related to this resource are available in KU ScholarWorks at <http://hdl.handle.net/1808/26655>



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## Overview

The University (UNIV) 101 Information Literacy Unit consists of three (3) consecutive class days including homework assignments and in-class activities. At the conclusion of the unit, students will complete an annotated bibliography. The annotated bibliography 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](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 students analyze different source types. Day two consists of a discussion of authority as a criteria for evaluating sources in both academic and non-academic contexts. Day three is a review of skills learned throughout the unit with an opportunity to practice applying these skills. Finally, the unit ends with an annotated bibliography that requires students to evaluate sources by applying what they learned throughout the unit to a new situation.

**Day 1 of the unit requires 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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## Course Guide

All of the sources for the annotated bibliography, as well as the videos and worksheets are located on the UNIV 101 course guide.

<https://guides.lib.ku.edu/univ101>

This guide also includes general library information for first-year students.

## Theme

All of the information sources used in the UNIV 101 IL Unit are related to social justice and activism. This central topic was selected in collaboration with the Office of First-Year Experience and piloted in the summer of 2018.

A "Master Source List" that includes a complete citation and description of each source is located on the UNIV 101 Instructor Resource Blackboard Site.

## Information Cycle Activity

**Pre-work:** Students will view a three videos: “Source Types,” “Scholarly Sources Hack,” and a CNN video in preparation for Day 1. Instructors also should assign the “Source Types Homework Guide” to complete while watching the videos. The videos and worksheet are located on Blackboard and the UNIV 101 Course Guide ([guides.lib.ku.edu/univ101](http://guides.lib.ku.edu/univ101)).

### **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 “Source Types,” “Scholarly Sources Hack,” and CNN videos and the “Source Types Homework Guide.”
- ✓ Print copies of the “Source Evaluation Worksheet.”
- ✓ Print copies of Day 2 homework.

### **For students:**

- ✓ Watch the 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) Source Evaluation Worksheets (available via Blackboard and in the appendices of this manual)
- c) Markers & Whiteboard (or chalk and chalkboard)
- d) Homework for Day 2

## Instructor Overview

The Information Cycle activity and associated sources focus on social justice and student activism. Many of the sources used in this activity are connected to KU in some way. To discuss the information cycle as it pertains to social justice and student activism at KU, the activity includes an example of student activism (student protests at Mizzou). 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.

## Information Cycle Sources

### Mizzou Protests and KU Town Hall

There are two (2) sources in the kit that are examples of how information is released following an event. When an event happens, the first publications are usually websites, media, and newspapers.

1) Various tweets regarding student protests at Mizzou and KU's 2015 Town Hall forum on race. September-November 2015.

These tweets come from a variety of accounts, all commenting on social justice issues raised at Mizzou and KU during the last half of 2015.

2) Shepherd, Sara. "KU Town Hall Forum on Race Draws About 1,000 to Kansas Union: Impassioned Speakers share accounts of discrimination, ideas for changes." *Lawrence Journal World*, 11 Nov. 2015, <http://www2.ljworld.com/news/2015/nov/11/ku-town-hall-forum-race-draws-1000-kansas-union/> Accessed June 2018.

This article, found in a non-scholarly periodical, reports on the KU Town Hall forum on race that took place in November 2015. The article includes quotes from student activists including the student group, Rock Chalk Invisible Hawk.

### KU's Response to Town Hall

There are three (3) sources in the kit that are helpful for understanding KU's response to the Town Hall Forum.

3) University of Kansas Diversity, Equity, and Inclusion Advisory Group. "Report of the Diversity, Equity, and Inclusion Advisory Group." U. of Kansas, 2016, provost.ku.edu/sites/provost.ku.edu/files/docs/DEI\_Advisory\_Group\_Report\_2016.pdf.

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. This is an example of an institutional/internal document.

4) *Social Justice Resources*. The University of Kansas Libraries, 2018, <https://guides.lib.ku.edu/socialjustice>.

This LibGuide, provided by the University of Kansas Libraries, offers a variety of resources for learning more about social justice issues. The guide includes tabs for articles, websites, books, training and teaching resources, and social media, among others.

5) Freeman, John, ed. *Tales of Two Americas: Stories of Inequality in a Divided Nation*. New York City, Penguin Books, 2017.

This non-fiction collection of essays is KU's 2019-2020 Common Book. In the book, some of the literary world's most exciting writers look beyond numbers and wages to

convey what it feels like to live in this divided nation.

### **KU's History of Student Activism**

There are four (4) sources that demonstrate KU's history of student activism.

6) Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins (Comps.) *Protest and Renewal*. In *On the Hill: A Photographic History of the University of Kansas* (pp. 196-219). Lawrence, University Press of Kansas, 1993.

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.

7) D'Ambra, Duke. "Fair Housing March." *University Archives*, Spencer Research Library, University of Kansas, 1964, luna.ku.edu/luna/servlet/s/ohxv8h.

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

8) Tuttle, William M. (2015). *KU's Tumultuous Years: Thirty Years of Student Activism, 1965-1995*. In J.L. Rury and K.C. Warren (Eds.) *Transforming the University of Kansas: A History, 1965-2015* (pp. 227-262). Lawrence, University Press of Kansas.

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

9) Sanner, Jennifer Jackson. "Freedom Fighter: Professor's Personal History Infuses Scholarly Calling." *Kansas Alumni Magazine*, No. 1, 2018, pp. 22-25.

This article, found in a non-scholarly periodical published by the KU Alumni Association, focuses on Bill Tuttle, a professor

emeritus at KU whose work has focused on African American history and culture. Tuttle gave the 10th-annual Bill Tuttle Distinguished Lecture in October 2017, celebrating the anniversary of the lecture series begun in his name when he retired. The article covers the content of Tuttle's lecture, focusing primarily on his personal history as a scholar.

### **Social Justice and Student Activism (Scholarly Conversation)**

When students are asked to research a very new event, they may experience difficulty in locating scholarly sources about the event. In considering recent student protests, it's helpful to think about the larger context of social justice and student activism. There are three (3) scholarly sources connecting social justice and student activism.

10) Capeheart, Loretta and Dragan Milovanovic. *Social Justice: Theories, Issues, and Movements*. New Brunswick, Rutgers UP, 2007.

This scholarly book provides an overview of social justice, looking through the lenses of history, political economy, and culture to examine the topic. The text draws on issues such as globalization, the environment, and portrayals of justice in popular culture to develop a comprehensive look at social justice.

11) Fisher, Melody "Still Fighting the Good Fight: An Analysis of Student Activism and Institutional Response." *Public Relations Review*, vol. 44, no. 1, 2018, pp. 22-27.

This scholarly article uses a specific framework (contingency theory of conflict management) in order to examine how universities responded to student protests, including at the University of Missouri.

12) *Social Justice Research*, vol. 31, no. 2, June 2018.

This scholarly journal publishes interdisciplinary work on the subject of justice in human affairs, primarily incorporating a variety of social science perspectives and approaches.

## Classroom Setup

- a) Write “Social Justice & Student Activism” at the top of the board.
- b) Write column headings for each category.
  - i. Mizzou Protests and KU Town Hall
  - ii. KU’s Response to the Town Hall
  - iii. KU’s History of Student Activism
  - iv. Social Justice and Student Activism (Scholarly Conversation)
- c) Work through the “Introduction” section of the Discussion Guide.
- d) Put students in pairs.
- e) Give each pair one source from the Information Cycle kit.
- f) Give pairs 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.
- g) While students work, be sure to note any sources that were not distributed. You, the instructor, will need to fill these in to the information cycle as the activity progresses.
- 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 discuss their source and its value and identify the correct source type.
- i) Students write the source type and brief description in the correct section of the information cycle. Example: Social Media/Tweets: KU Town Hall
- 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:

Today, we are going to do an activity where we evaluate different information sources. For homework, you watched a series of videos to introduce you to different source types.

**Question: What source types did you learn about in the videos?**

[Student may provide a variety of answers. Source types discussed in the videos include scholarly journals (scholarly articles, academic articles, refereed articles, or peer-reviewed articles), scholarly books, non-scholarly books (novels, collections of short stories, etc.), and non-scholarly periodicals (magazines, newspapers, trade journals). Students may also mention other sources such as social media, websites, government documents, photos, etc.]

As you learned in the videos you watched 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.”

To help us understand how we could approach locating and evaluating sources, we’re going to work through an activity using a variety of source types. All of these sources are connected to a central topic. The topic we are going to use is “Social Justice & Student Activism.” As you may or may not know, this is a topic that is in the news frequently.

**Question: What kind of student activism have you heard about?**

For homework, you also watched a video about student protests at the University of Missouri: <https://www.cnn.com/2015/11/09/us/missouri-protest-timeline/index.html>.

**Question: What did you learn from this video?**

You may or may not remember these events at Mizzou, but this event sparked a national conversation about race on college campuses. One such conversation took place at KU in the fall of 2015. Shortly after the Mizzou protests, KU announced the KU Town Hall forum on race to discuss the climate at KU. Some of the sources we will look at today are about the KU Town Hall forum. All of the sources we will look at are connected to student activism and social justice in some way.

Together in pairs, you will evaluate an information source

and complete the Source Evaluation Worksheet. In some cases, the source may not provide everything you need to complete the worksheet. If you have questions, please ask. You can also look things up online.

[Put students into pairs, and give each pair a source and a worksheet to complete. This should take approximately 10 minutes. While students work, be sure to note any sources that you did not distribute. You, the instructor, will need to fill these in as the activity progresses.]

Student Sharing:

Now, let’s discuss the information sources in the room today. I will ask a question about our broad topic and if you think your sources help answer that question, please raise your hand. You will tell us the title of your source, the source type, and whether or not you think the source is a scholarly source.

## a) Mizzou Protests and KU Town Hall

**Question: Who has a source about the Mizzou protests or the KU Town Hall forum?**

1. Various tweets regarding student protests at Mizzou and KU’s 2015 Town Hall forum on race. September-November 2015. (social media, non-scholarly)

2. “KU Town Hall Forum on Race Draws About 1,000 to Kansas Union.” *Lawrence Journal World*, 11 Nov. 2015, <http://www2.ljworld.com/news/2015/nov/11/ku-town-hall-forum-race-draws-1000-kansas-union/>. (periodical, newspaper or website, non-scholarly)

## b) KU’s Response to Town Hall

As mentioned in the *Lawrence Journal World* article, a student group called Rock Chalk Invisible Hawk had a presence at the town hall forum. In the days that followed the forum, Rock Chalk Invisible Hawk shared a list of demands with KU leadership. KU responded in a number of ways, some of which are represented in our sources.

**Question: Who has a source that is specific to KU, in response to the town hall?**

3. University of Kansas Diversity, Equity, and Inclusion Advisory Group. “Report of the Diversity, Equity, and Inclusion Advisory Group.” U. of Kansas, 2016, provost. [ku.edu/sites/provost.ku.edu/files/docs/DEI\\_Advisory\\_Group\\_Report\\_2016.pdf](http://ku.edu/sites/provost.ku.edu/files/docs/DEI_Advisory_Group_Report_2016.pdf). (institutional/internal document, non-scholarly)

4. *Social Justice Resources*. The University of Kansas Libraries, 2018, <https://guides.lib.ku.edu/socialjustice>. (website, non-scholarly)

5. \*Freeman, John (Ed.). *Tales of Two Americas: Stories of Inequality in a Divided Nation*. New York, Penguin Books, 2018. (book, non-scholarly)

\*The KU Common Book may not be an obvious connection for students. Instructors may need to prompt students to connect this source with the KU response category. Since the KU Town Hall forum, the KU Common Book selection have all been connected to social justice which is an intentional effort by KU to continue conversations surrounding social justice.

### c) KU's History of Student Activism

So far, we've been discussing KU's recent social justice efforts as a result of student activism. But, KU has a long history of student activism.

#### **Question: Who has a source about KU's history of student activism?**

6. Tuttle, William M. (2015). *KU's Tumultuous Years: Thirty Years of Student Activism, 1965-1995* in J.L. Rury and K.C. Warren (Eds.) *Transforming the University of Kansas: A History, 1965-2015*. UP of Kansas, 2015. (book, scholarly)

7. D'Ambra, Duke. "Fair Housing March." *University Archives*, Spencer Research Library, University of Kansas, 1964, [luna.ku.edu/luna/servlet/s/ohxv8h](http://luna.ku.edu/luna/servlet/s/ohxv8h). (archival photograph, non-scholarly)

8. Adams, Virginia, Katie Armitage, Donna Butler, Carol Shankel, and Barbara Watkins, comps. *On the Hill: A Photographic History of the University of Kansas* (pp. 196-219). Lawrence, UP of Kansas, 1993. (book, non-scholarly)

9. \*Sanner, Jennifer Jackson. "Freedom Fighter: Professor's Personal History Infuses Scholarly Calling." *Kansas Alumni Magazine*, No. 1, 2018, pp. 22-25. (periodical, magazine, non-scholarly)

\*Discuss the Bill Tuttle article from *Kansas Alumni Magazine* last in this category. If a pair brings it up, ask them to hold until the end of this category. This source helps bridge the activity to discussing scholarly sources.

Let's take a closer look at the article about Professor Emeritus Bill Tuttle featured in the *Kansas Alumni Magazine*. Professor Tuttle was both an activist and a scholar. He studied and wrote extensively about social justice and activism.

### d) Social Justice and Student Activism (Scholarly Conversation)

Up until now, all of our sources have been linked to KU in some way. But, the article about Bill Tuttle in *Kansas Alumni Magazine* introduces us to an area of research and scholarship that studies the timely topic of social justice and student activism. Now, imagine for a moment that you've been asked to write a research paper about student activism. Part of the paper requirements is that you use scholarly sources of information. When searching for scholarly sources, it is sometimes important to take a step back and think a little more broadly about the topic. To do this, we may consider sources about social justice and student activism from a scholarly standpoint.

#### **Question: Who has a scholarly source about social justice and/or student activism?**

10. *Social Justice Research*, 31(2), 2018. (journal, scholarly)

11. Fisher, Melody T. "Still Fighting the Good Fight: An Analysis of Student Activism and Institutional Response." *Public Relations Review*, vol. 44, no. 1, 2018, pp. 22-27. (Journal article, scholarly)

12. Capeheart, Loretta and Dragan Milovanovic. *Social Justice: Theories, Issues, and Movements*. New Brunswick, Rutgers UP, 2007. (book, scholarly)

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### Conclusion:

Now that we have all of our sources listed, let's discuss what we've learned.

#### **Question: What source types do we see when the event took place**

You'll notice that the source types in the Mizzou Protest and KU Town Hall category are tweets and a newspaper article. If we looked for more sources in this category we may also find Facebook posts, local television news stories, and articles in multiple newspapers. 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. This is because information found in those sources are published quickly.

#### **Question: What else do you notice? What source types do we see as we start to broaden our topic?**

Magazines 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.

#### **Question: What about our scholarly sources? Are any of these sources specific to KU and the social justice or student activism taking place today?**

One of our scholarly sources is connected to the Mizzou protests and it was published fairly recently. Scholarly publishing takes longer so it can be challenging to find a scholarly source about a current event because not enough time has passed. 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. The point to remember is that scholarly publishing is ongoing - new events will appear in the scholarly literature as more time passes.

Understanding this cycle can be helpful in understanding

where and when you can find sources related to any topic and how those sources may be valued in different contexts.

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 social justice and student activism. 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. 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 student activism at KU. Some of the more recent examples of student activism 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 student activism, race, and social justice. How did you answer this question?

The information cycle never ends. There is a scholarly conversation surrounding all topics and the conversation has been going on long before you arrived at KU and will continue long after you leave. Your answers to this question could become contributions to the conversation surrounding this topic.

[Pass out "UNIV 101 Source Bracket Assignments" to each student. Ask students to access their assigned source on the UNIV 101 Course Guide and read/skim and answer a few questions as homework in preparation for Day 2.]

## Authority is Constructed and Contextual Presentation and Discussion

**Pre-work:** Students will examine one source from the UNIV 101 Source Bracket list 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](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.
- ✓ 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:

- ✓ Review one source from the UNIV 101 Bracket Assignment.

**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

## Materials

Materials Needed:

- a) Authority is Constructed and Contextual PowerPoint (available via Blackboard)
- b) Evaluation Criteria Handout (available via Blackboard)

## Instructor Overview

The Authority is Constructed and Contextual discussion and activity are 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.

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 were assigned from the UNIV 101 Source Bracket. They will engage in sensemaking with their sources, and the process will show that they are engaged in peer-review.

## 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) Work through slides and discussion, following the Discussion Guide below.
- d) Group students by assigned sources.
- e) Pass out Evaluation Criteria Handout
- f) Complete UNIV 101 Source Bracket activity

# 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?**

 **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:*

? **When was the last time you had an information need?**

*Slide 8:* 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 9:* Let’s practice evaluating information sources using the sources you were assigned for homework. Get together with your classmates who have the same source. Use the “Evaluation Criteria Handout” to discuss your source. Consider your source as it applies to the information need on the screen – “Your roommate doesn’t understand why we are learning about social justice at KU. Which is the best source to help them understand why this topic is important?”

[While students are working in groups, draw an 8-part bracket on the board. Allow 5-10 minutes for student groups to discuss their source. When all the groups are finished discussing, move on to the bracket activity.]

One person from each group should come and write your source on the bracket. You do not need to write the entire title, a simplified note is fine. For example, you may write “LJWorld tweet.”

[Once bracket is filled out, continue with activity.]

Let’s start with the pairing in the upper left corner and we will proceed sequentially.

[Each student group has 30 seconds to describe their sources. The class will then decide together which source is more compelling for the information need and why. Once a “winner” is determined, write the source in the next round of the bracket. This will continue until one “winner” is selected. Remind students of the information need through the activity.]

*Slide 10:* Now consider another kind of information need. Your roommate has to write a paper about social justice for their Univ 101 class. Considering the sources that we just evaluated for our bracket, would the winner be the same? What sources could they consult for their paper?

Some information sources are more authoritative than others, but authority is dependent on the context in which the information will be used. This classroom is a context. You are a group of students having a scholarly conversation together, and you have enacted a very informal type of peer review.

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 here today to do that?

*Slide 11:* 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.

## Unit Review & Annotated Bibliography Preparation

### Pre-work:

#### For instructors:

- ✓ Print copies of the annotated bibliography assignment.

**Purpose:** The purpose of this discussion and activity is to review the skills learned throughout the Information Literacy Unit and provide students with an opportunity to practice these skills in preparation for completing their annotated bibliography assignment.

**Learning Outcomes:** Students will apply what they've learned about identifying and evaluating information sources by writing an annotated bibliography.

## Discussion Guide

[Pass out the assignment prompt]

Today we are going to review what we've learned over the last two class periods and introduce the culminating assignment for this unit: an annotated bibliography. Before we discuss the assignment requirements, let's talk about what we've learned so far

On the first day of this unit, we engaged in an activity to illustrate the information cycle using a variety of source types.

### What source types did we learn about?

[Students may respond with source types such as scholarly (journals, books), non-scholarly (magazines, newspapers, websites) and others such as social media, photographs, videos, local documents, etc.].

Let's review, in particular, the characteristics of a scholarly source.

### What are some clues that tell us we are reading a scholarly source?

[Students may respond with a variety of characteristics including the presence of an abstract, a bibliography or works cited page, the author's credentials, the phrase "journal of" in the source title, etc. Review the "Scholarly Source Hack" video for more clues.]

On the second day of this unit we discussed the concept of authority and how we determine the authority of an information source. We also discussed information needs and how we can match information sources to information needs.

### What were some of the criteria we used to evaluate information sources?

[Criteria students used to evaluate information sources on the second day of the unit were: Author, Audience, Purpose, Relevance, and Date.]

Now, let's review the assignment prompt together.

[Read first and second paragraphs.]

### What source types are you required to use for this assignment?

[Answer: 3 sources, 2 of which need to be scholarly sources.]

During the activity on the second day of this unit we discussed information needs.

### What is your information need for this assignment?

[Answer: To write an annotated bibliography using 3 information sources, 2 of which are scholarly.]

[Continue reading assignment prompt, third paragraph about what each annotation should include.]

The requirements for the annotations should look familiar to you. You will be applying the same criteria you used to evaluate information sources to the sources you choose for your annotated bibliography. The difference will be that you need to write a short paragraph answering the questions.

An annotated bibliography is a typical assignment in preparation to write a research paper. You will not be writing a research paper for this class, or finding sources on your own. All of the sources are available at the Libraries course guide [pull up link].

Now, I would like you to get into groups of 3 or 4 people and at least one of you needs to be able to pull up this source list on a laptop, tablet, or phone. As a group, you will be writing a practice annotation for one source from this list. Today, you will need to select something that is available online (book sources won't work for today's activity).

As a group, you will select one source to work with today. Within your groups, each of you will take one part of the annotation – **Summarize, Evaluate, Connect** – and write a few sentences answering the question. You will then work together to write an annotation that includes all components.

[Allow students 10-15 minutes to complete their annotations. When groups are finished, ask each group to report out. Don't ask them to read the annotation, but rather answer the "big" questions.]

When your group reports out, don't read your annotation word for word, but answer the following questions:

**What is the source about? What source type is this?  
How is the source relevant to the research question?**

[Once each group has reported out, return to the assignment prompt. Remind students of what they need to do, where they will find sources, and due dates. Also mention that they will have an opportunity to use these sources again for a researched reflection social justice assignment later.]

# Information Literacy Assignment

## Annotated Bibliography

### What is an annotated bibliography?

An annotated bibliography is an approach to summarize, critique, and organize sources of information. Basically, it is a really great way to take notes when you're preparing for a research paper. For our class, you will write a researched reflection, and these assignments will help you practice and prepare for the more detailed research you will do in the future. An annotated bibliography is a list of sources that are relevant to your research topic. For each source, you write a paragraph or two that will help you 1) remember what the source was about, and 2) evaluate the source to see if it is credible to your audience and useful for your research.

### The Assignment:

Imagine you are preparing for a research paper as part of a proposal for new social justice initiatives at KU. You decide on this research question:

**How has student activism influenced social justice movements at American Universities?**

Now, you need to answer your question by doing research. You will create an annotated bibliography of three sources from a list of pre-selected sources. The sources are available for you on the library's UNIV 101 Course Guide. Choose three that relate to your research question (above). You can select purely from the Guide, and/or you can go to the library and use one of the physical sources we worked with in class. Those are on reserve at the front desk in Watson Library. Ultimately, you should **choose three different sources, and two of your three sources should be scholarly.** (For example, you might have one scholarly book chapter, one scholarly article, and one newspaper article.)

**Link to sources:** <https://guides.lib.ku.edu/univ101/AnnotatedBib>

After selecting your sources, you will **include a complete citation** for each source in alphabetical order using MLA or APA style. (If you want to use a different citation style, please talk to me about it in advance.) Then, **under each citation, write your annotation.** Each annotation should:

- **Summarize**
  - What is the source about?
  - What is the purpose of this source?
- **Evaluate**
  - What source type is this?
    - **TIP:** Refer back to the Evaluation video for help - <https://guides.lib.ku.edu/univ101/AnnBib>
  - Who is the intended audience for this source?
  - Who is the author? What about this author leads you to believe they are credible?
- **Connect**
  - How is this source relevant to your topic?

Each annotation should answer all these questions. To do so, each annotation will need to be 125-175 words. Citations do not count toward final word count.

# Annotated Bibliography Grading Criteria

Grading Criteria	Points
<b>Focus:</b> The writer includes three annotations for sources of different source types. Two of the sources are scholarly.	/45
<b>Summarize:</b> Each annotation includes a brief summary of what the source is about and its purpose.	/45
<b>Evaluate:</b> Each annotation includes the source type, the intended audience, information about the author and their credibility, and explains how the source is relevant to the research question.	/45
<b>Citations:</b> Each annotation includes a full citation in MLA or APA style. Each citation demonstrates a good faith effort to meet the chosen style.	/25
<b>Specifications:</b> The assignment is relatively free of typos and each annotation is roughly 125-175 words.	/25
<b>Preparation Work:</b> The writer completed and submitted both worksheets for the information literacy unit days.	/15
<b>Total</b>	<b>/200</b>

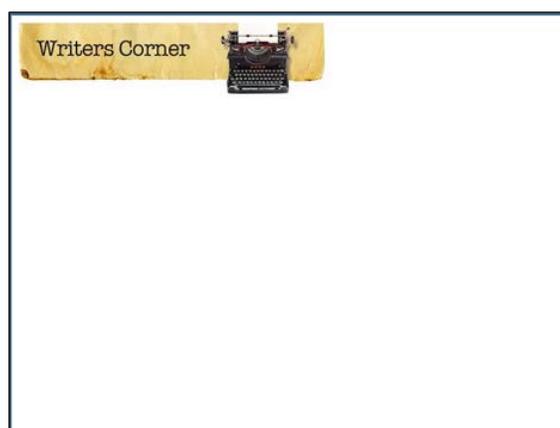
Notes:



# Annotated Bibliography Grading Criteria

Grading Criteria	Points
<b>Focus:</b> The writer includes three annotations for sources of different source types. Two of the sources are scholarly.	/50
<b>Summarize:</b> Each annotation includes a brief summary of what the source is about and its purpose.	/50
<b>Evaluate:</b> Each annotation includes the source type, the intended audience, information about the author and their credibility, and explains how the source is relevant to the research question.	/50
<b>Citations:</b> Each annotation includes a full citation in MLA or APA style. Each citation demonstrates a good faith effort to meet the chosen style.	/25
<b>Specifications:</b> The assignment is relatively free of typos and each annotation is roughly 125-175 words.	/25
<b>Total</b>	<b>/200</b>

Notes:



**Sample Annotation:** This annotation is in MLA format. This is just an example for you; this source is not one of your options for the assignment. You should just focus on the formatting and the fact that it answers all the bullet points from the assignment prompt. This annotation is 147 words. (The citation does not count toward final word count.)

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Jane Student

Ms. Instructor

UNIV 101

11/7/17

### Annotated Bibliography

Irobi, Esiaba. "The Theory of *Ase*: The Persistence of African Performance Aesthetics in the North American Diaspora – August Wilson, Ntozake Shange, and Djanet Sears." *African Theatre: Diasporas*, edited by Christine Matzke and Osita Okagbue, African Theatre series, vol. 8, James Currey, 2009, pp. 15-25.

In this scholarly book chapter, Irobi argues that the playwrights in his essay all include ritualized action in their plays. He believes that common ritualized action comes from African performance traditions. The purpose of his essay is to correct western interpretations of these playwrights' work because they have argued that the plays rely on European traditions. The intended audience for this source is scholars of theater, performance, and African and African-American drama. Irobi was a Nigerian playwright, scholar, and professor in England and Germany. Irobi is a credible author because of his experience in all three of these areas and because his essay was published by a respected publisher of academic books on Africa. This source is relevant to my topic because I am making an argument about African performance traditions in American theater. Irobi's chapter supports my argument, even though I am talking about different plays.



