

Claremont Colleges Library Support for First-Year Foundations Courses Across the 5Cs

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Introduction

Since the mid-1980s, Claremont Colleges librarians have provided information literacy (IL) instruction in various forms to first-year foundations courses across the 5Cs. IL is defined by the Claremont Colleges Library (CCL) as “the ability to use critical thinking to create meaningful knowledge from information,”¹ and was recently adopted as one of five redesigned WASC “core competencies” required for institutional accreditation.² Based on this mandate and a long history of librarian-faculty collaboration in support of research skills foundations in the initial college years, CCL’s Instruction Services Department has made it a central goal to facilitate coordinated, outcomes-oriented IL instruction throughout the first-year programs of the 5Cs, as well as to engage in authentic assessment of student information literacy skills.

In collaboration with coordinators and faculty of first-year foundations programs, CCL now offers annual “program-integrated” IL instruction to four of five undergraduate Claremont campuses (Pomona, Pitzer, Scripps, and Harvey Mudd colleges). These program-level collaborations entail “opt-in” pairings of subject-appropriate liaison librarians with first-year course faculty to, based on faculty input, provide customized, flexible, and syllabus-tailored support for student development in five IL skill areas (*inquiry, evaluation, communication, attribution, and insight*). This support typically takes the form of librarian-led workshops, online research tutorials/ guides, and/or one-on-one student appointments oriented toward specific research assignments such as papers or annotated bibliographies.

The remainder of this document describes CCL’s current first-year IL instruction programs and course librarian-faculty pairing scenarios in more detail, as well as provides selected results related to student self-perceived IL skills from a Fall 2012 7Cs survey of student Library and academic technology use, as well as feedback from students and faculty who participated in course-integrated Library instruction in Fall of 2012. We hope this information will provide stakeholders in CMC’s freshman foundations program with a sense of what a similar opt-in course pairings might entail for FWS faculty and students.

1- Overview of Library/First-Year Foundations Program Collaboration at the 5Cs

The following is a brief description of the scope of programmatic Library instruction over 2012-13 in first-year foundations courses at Harvey Mudd, Pomona, Pitzer, and Scripps, as well as statistics on current levels of librarian support for CMC’s FWS and FHS.

¹ See Appendix A for the full CCL IL definition and first-year/capstone learning outcomes.

² WASC redesigned core competencies are “written and oral communication, quantitative skills, critical thinking, and information literacy.” See <http://wascsenior.org/redesign/revised-draft-2013-handbook>.

HSA 10 – Harvey Mudd

The second half of HMC's required first-year foundations program, HSA 10, is a Spring term course that leads students through a structured series of assignments that support the development of research writing. Subject liaison librarians and faculty have collaborated on an individual basis for many years in HSA10, but in 2011-12 the Library began pairing a librarian (or librarians) with each HSA10 section in order to more programmatically introduce students to the range of resources available through the CCL as well as reinforce foundational principles in information literacy. In early Spring of 2013 librarians attended a HSA 10 faculty meeting to describe productive faculty-librarian course collaboration scenarios and discuss how a CCL-developed information literacy rubric³ can inform evaluation of student research work, and faculty in 10 of 11 HSA 10 sections have opted to work with their paired CCL librarian(s).

ID1 – Pomona

Pomona's required first-year foundations course, ID1, is a Fall-term class that supports the development of analytical and research writing. Since at least 1985, the Library has paired an individual librarian (or librarians) with each ID1 faculty in order to introduce students to the range of resources available through the CCL for research-intensive and reinforce foundational principles in information literacy. This programmatic collaboration has continued uninterrupted since. In late summer of 2013, librarians attended an ID1 faculty retreat to discuss research assignment design and describe productive faculty-librarian course collaboration scenarios. Faculty in 30 of 30 ID1 sections opted to work with their paired CCL librarian(s) in Fall of 2012.

FYS - Pitzer

Pitzer's required first-year foundations course, FYS, is a Fall-term class that supports the development of analytical and research writing. Some Library instruction has been provided to FYS courses since the early 2000s, but whereas only one third of FYS faculty contacted individual subject liaisons to provide IL instruction in their FYS sections in 2011-12, increased Library programmatic outreach and support for FYS in late summer of 2012 increased this number to 13 of 17 sections in Fall of 2012. To achieve this increase, librarians attended a FYS faculty workshop to discuss describe productive faculty-librarian course collaboration scenarios and research assignment design, and paired a liaison librarian with faculty in each FYS section.

Writing 50 - Scripps

The first of two required first-year courses, Writing 50 is a Fall term course that leads students through a structured series of assignments that support the development of research writing. Subject liaison librarians and faculty have collaborated on an individual basis since the mid-90s in Writing 50, and more heavily since the mid 2000s. In 2012-13, the Library began the process of pairing a subject liaison librarian with each Writing 50 section in order to programmatically introduce Scripps students to the range of resources available through the CCL as well as reinforce foundational principles in information literacy. In early Fall of 2012 librarians attended a Scripps 50 faculty meeting to describe productive faculty-librarian course collaboration scenarios, research assignment design, and the CCL-developed information literacy rubric. Faculty in 22 of 22 Writing 50 sections opted to work with their paired CCL librarian.

³ The CCL Information Literacy in Student Work Rubric was formally adopted by the CMC Assessment Committee in Fall of 2012 as a thesis evaluation instrument. See Appendix B.

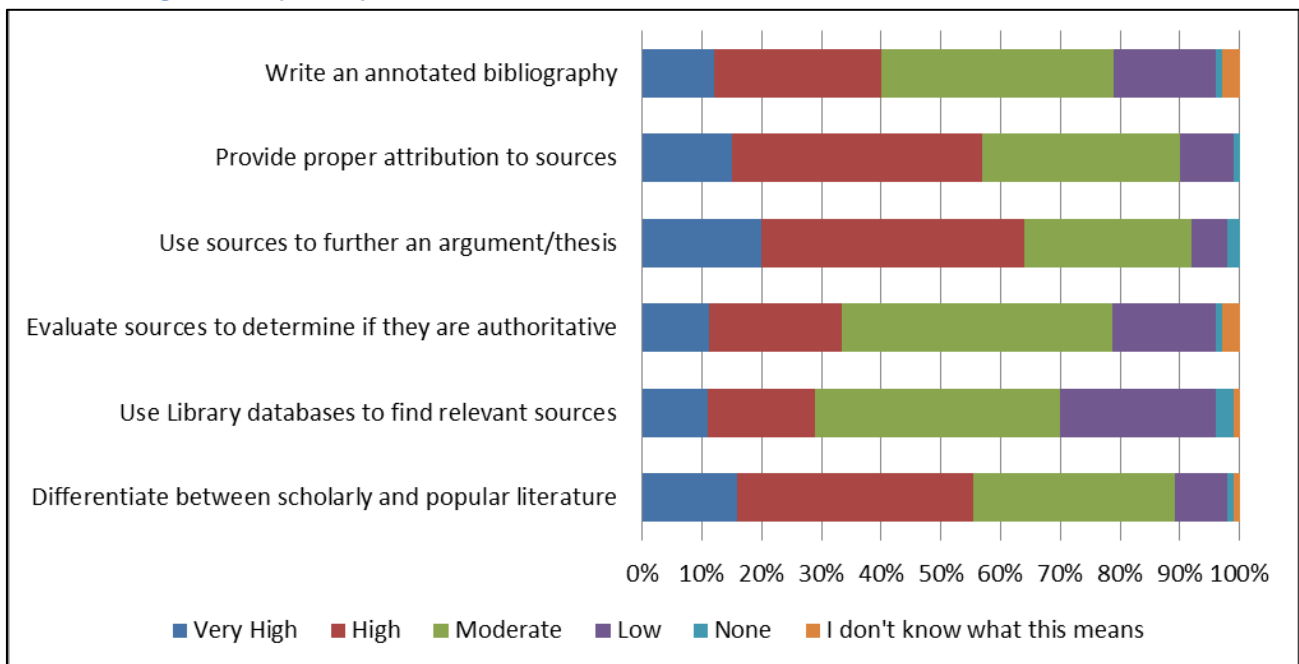
FWS/FHS – CMC

In the early 1990s, CCL librarians began providing frequent (though not program-integrated) IL instruction in CMC Lit 10 courses. Lit 10 IL instruction continued until the early 2000s, when the first-year experience program at CMC was redesigned to the current FWS/FHS split. Despite a lack of program-level integration into CMC's current first-year foundations program, librarians still provide IL instruction to a handful sections of FWS and FHS each year. According to CCL's instruction statistics, subject librarians worked with no FWS sections and 3 FHS sections in Fall of 2012.

2 - Survey Summary Data of 5C 1st-Year IL Skills Self-Perceptions

The following figures communicate first-year 5C and CMC IL skills self-perceptions gathered by a Fall 2012 7C survey of student Library and academic technology use and perceptions (Figures 1-2, n=1,038 participated in the survey, or 15% of total 7Cs enrollment). Figures 3-8 feature summary feedback from 5C students (including two CMC FWS classes) and faculty who attended librarian-led workshops associated with their first-year foundations courses in Fall of 2012, as well as 5C faculty end-of-term feedback on their CCL first-year course collaborations. These findings are included to demonstrate areas of IL skill need that Library instruction seeks to reinforce through course-level collaborations, as well as perceived effectiveness of program-integrated IL.

Figure 1 - First-Year Student Responses to 2012 7C Library Survey Item, "Please Rate Your Abilities in the Following Areas" (n=187)



When compared to mean responses of 5Cs first-year student survey respondents, CMC students tended to rate themselves as somewhat more highly skilled in IL competency areas than the campus mean. The exception to this trend was in Library database searching skills: 25% of CMC first-year survey respondents reported their ability to *Use Library databases to find relevant sources* for an assignment as *low*, whereas 46% rated themselves as only *moderate*. Only 16% of CMC first-year students felt that they were highly or very highly skilled in this area, relative to 19% of the 5C mean. In

general, first-year student responses to IL skill competency areas in resource discovery, evaluation, attribution indicate significant self-perceived room for growth.

Figure 2 - Comparison of CMC and all 5C First-year Students Self-Perceived IL Abilities

	1st Year	CMC 1st	1st Year	CMC 1st	1st Year	CMC 1st	1st Year	CMC 1st	1st Year	CMC 1st	1st Year	CMC 1st
	Differentiate between scholarly and popular literature		Use Library databases to find relevant sources		Evaluate sources to determine if they are authoritative		Use sources to further an argument/thesis		Provide proper attribution to sources		Write an annotated bibliography	
Very High	16%	19%	11%	14%	11%	21%	20%	28%	15%	23%	12%	16%
High	40%	37%	18%	12%	22%	28%	44%	42%	42%	35%	28%	25%
Moderate	34%	37%	41%	46%	45%	39%	28%	26%	33%	35%	39%	42%
Low	9%	5%	26%	25%	17%	12%	6%	4%	9%	7%	17%	14%
None	1%	0%	3%	2%	1%	0%	2%	0%	1%	0%	1%	2%
I don't know what this means	1%	2%	1%	2%	3%	0%	0%	0%	0%	0%	3%	2%

Figure 3 – Number of Librarian-Led Workshops for First-Year Foundations Courses by Campus in FA12 (note: HMC is not listed because HSA 10 course occurs in Spring Semester)

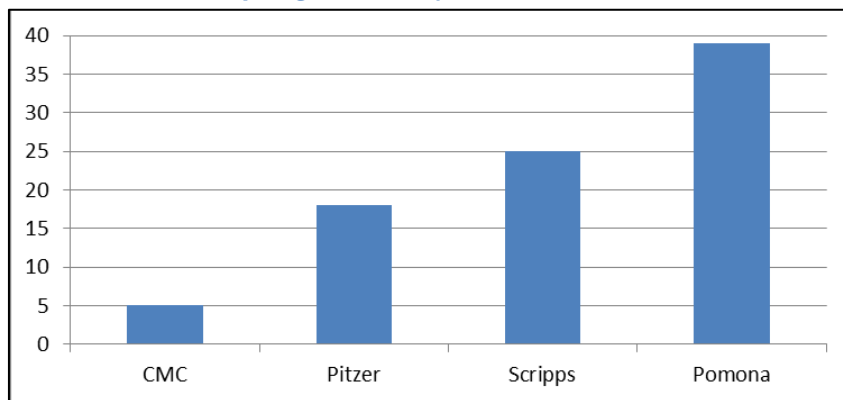


Figure 4 – Fall 2012 Faculty Responses to Library Workshop Survey Question, “How Relevant was this session to course assignment(s)?” (n=36)

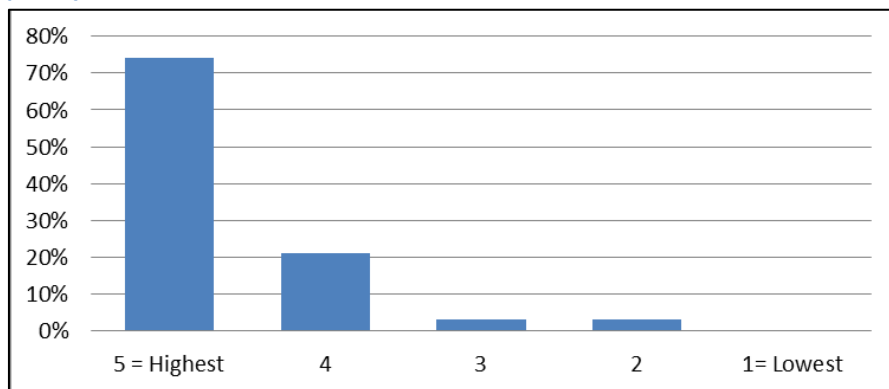


Figure 5 – Fall 2012 Faculty End of Library Workshop Survey Item, “Please rate the overall quality of library research instruction.” (n=36)

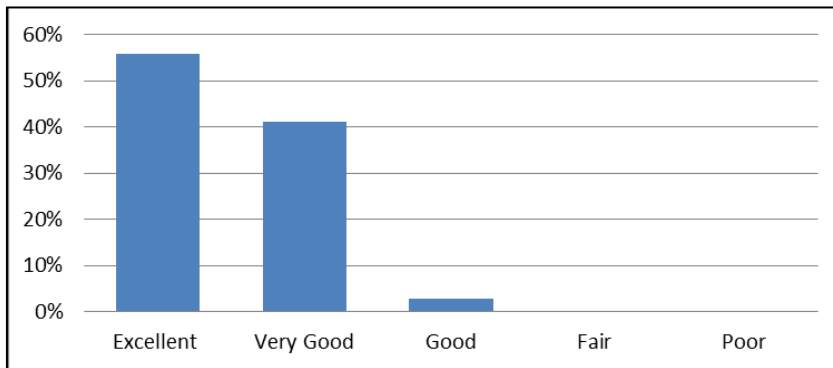


Figure 6 – Fall 2012 Student End of Library Workshop Survey Item, “How relevant was this session to course assignments?” (n=493)

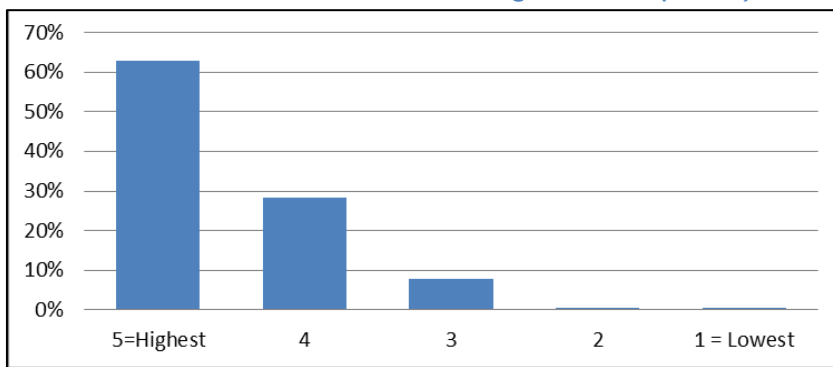


Figure 7 – Fall 2012 Student End of Library Workshop Survey Item, “Please rate the overall quality of library research instruction.” (n=493)

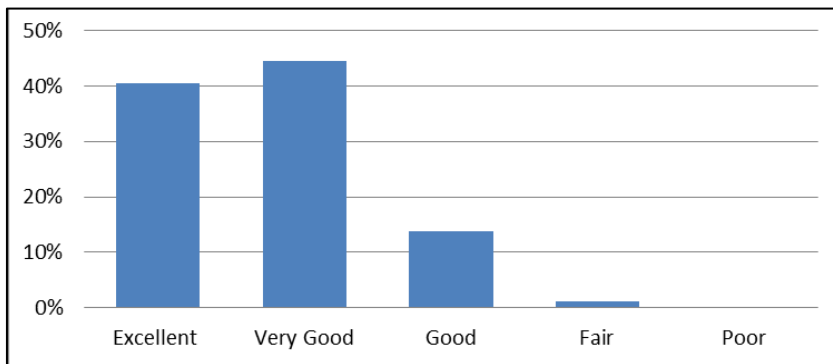
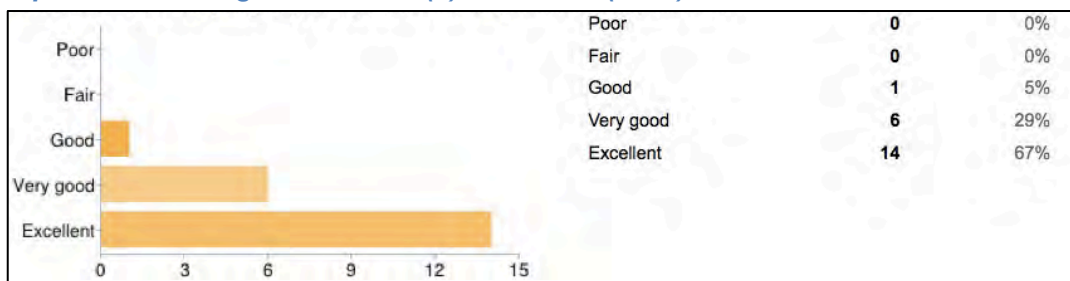


Figure 8 - Fall 2012 Faculty End-of-Semester Survey Item, “Please Rate the Overall Quality of your experience working with librarian(s) this term.” (n=21)



3 - Faculty/Librarian Course Collaboration Scenarios

The following are three examples of what librarian instruction for a first-year foundations course might entail based on faculty needs:

Scenario 1 – Minimal Collaboration

- Librarian creates customized online research guide for class in consultation with faculty member, which faculty links to in the Resources area of their Sakai course site
- Librarian visits an early-term seminar to introduce self, describe Library research support services, & demonstrate the online research guide
- Faculty member refers students to course librarian or online Library services as needed

Scenario 2 – Average Collaboration

- Faculty lists librarian as an as-needed resource in syllabus
- Librarian creates customized online research guide for class in consultation with faculty member, faculty member adds librarian as ‘instructor’ to Sakai site so that librarian may link to the guide
- Faculty assigns students to take the online *Start Your Research* tutorial⁴ and its companion Library-created Sakai quiz for a modest participation grade
- Class visits Library for assignment-focused, hands-on research instruction session
- Students schedule appointments with librarian as needed as they work on a research assignment

Scenario 3 – Substantial Collaboration

- Faculty lists librarian as an as-needed resource in syllabus
- Librarian creates customized online research guide for class in consultation with faculty, faculty adds librarian as ‘instructor’ to Sakai site so that librarian may link to the guide in Resources
- Librarian visits an early-term seminar to introduce self and describe research support services
- Faculty assigns students to take the online *Start Your Research* tutorial and its companion Library-created Sakai quiz for a modest participation grade
- Class visits Library for two assignment-focused, hands-on research instruction sessions
- Students schedule required appointments with librarian to discuss research assignment
- Librarian provides feedback to each student on annotated bibliography assignment draft

4 – Example Program-Level First-Year Course IL Collaboration Timelines

Based on the above course collaboration scenarios, following are sample Fall semester timelines for what library instruction would entail for a CMC FWS faculty member (adjust dates for Spring):

Regardless of the level of librarian/faculty collaboration, the initial steps are consistent:

- 1 Spring Semester Prior to Fall (March-May)
 - a Course listings are finalized and list of FHS/FWS courses is made available to the Library Instruction Services Manager
 - b Instruction Services Manager tentatively assigns appropriate subject librarian to courses
 - c Subject librarians contact faculty to introduce themselves and discuss IL instruction options (this step would typically occur in late summer), faculty elects whether or not to continue course collaboration with librarian

⁴ See bit.ly/ccl-howtoresearch.

Scenario 1 – Minimal Collaboration

- 2 Late Summer (August)
 - a Faculty finalizes syllabus and lists librarian as an as-needed resource
 - b Subject Librarian creates research guide for class and sends URL to faculty member for inclusion in syllabus or Sakai:
 - i See our current [list of course guides](#) for examples
 - c Shortly before or after the semester starts, in-library workshop session is scheduled and room location provided in syllabus
- 3 Fall Semester (September-December)
 - a Class comes to library (or Librarian comes to classroom) for session

Scenario 2 – Average Collaboration

- 2 Late Summer (August)
 - a Faculty finalizes syllabus and lists librarian as an as-needed resource
 - b Subject Librarian creates research guide for class and sends URL to faculty member for inclusion in syllabus or Sakai:
 - i See our current [list of course guides](#) for examples
 - c Faculty adds the subject librarian to the course Sakai site
 - d Shortly before or after the semester starts:
 - i in-library workshop session is scheduled and room location provided in syllabus
 - ii *Start Your Research* tutorial is scheduled to be completed before library session
- 3 Fall Semester (September-December)
 - a Class comes to library (or Librarian comes to classroom) for session

Scenario 3 – Substantial Collaboration

- 2 Late Summer (August)
 - a Faculty finalizes syllabus and lists librarian as an as-needed resource
 - b Subject Librarian, either via email or in-person meeting, discusses syllabus with faculty member. This discussion may include:
 - i what type(s) of IL instruction the faculty envisions (e.g., if faculty member has noticed deficiencies in past classes (e.g., attribution) that should be emphasized)
 - ii how best to structure the library session(s) so that it fits with the larger assignment
 - iii what the librarian can do for the class
 - iv consulting the syllabus to determine when a library session should be scheduled to maximize effectiveness
 - c Faculty adds the subject librarian to the course Sakai site
 - d Subject Librarian creates research guide for class and sends URL to faculty member for inclusion in syllabus or Sakai:
 - i See our current [list of course guides](#) for examples
 - e Faculty adds the subject librarian to the course Sakai site
 - f Shortly before or after the semester starts:
 - i in-library workshop session is scheduled and room location provided in syllabus
 - ii *Start Your Research* tutorial is scheduled to be completed before library session
- 3 Fall Semester (September-December)
 - a Class comes to library (or Librarian comes to classroom) for multiple sessions

Information Literacy Critical Habits of Mind & 1st Year/Capstone Learning Outcomes

Claremont Colleges Library Education Services - Booth, Burrow, Chappell, Lowe, Stone, & Tagge

Information Literacy at the Claremont Colleges: Engaging Critical Habits of Mind

Information literacy is the ability to use critical thinking to create meaningful knowledge from information. The information literate Claremont Colleges student:

- Engages in a process of **inquiry** in order to frame intellectual challenges and identify research needs;
- Strategically accesses and **evaluates** information;
- **Communicates** information effectively;
- Provides clear **attribution** of source materials used;
- And develops **insight** into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

Critical Habits of Mind

1 **Inquiry** - interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection

2 **Evaluation** - resource analysis, inference, and revision of research strategy

3 **Communication** - synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work

4 **Attribution** - providing clear documentation of source materials; perceiving and engaging in a scholarly conversation; understanding copyright regulations, fair use, and when to seek permissions

5 **Insight** - critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Information Literacy Learning Outcomes

First-Year Outcomes

At the culmination of their first year at one of the five undergraduate Claremont Colleges, the information literate student is able to:

1 Inquiry

- understand and interpret assignment parameters
- clearly define a research or information need
- conduct basic information search strategies
- develop a bibliography using resources beyond web-based or popular media sources

2 Evaluation

- conduct preliminary research to inform a research question or information need
- engage with, understand, and draw inferences from scholarly work
- select sources that are broadly appropriate to a research topic
- distinguish between categories and types of information (e.g., fact v. opinion, scholarly v. popular, primary v. secondary).

3 Communication

- paraphrase arguments and provide basic summaries of information sources
- clearly distinguish between their own ideas and those of others
- provide a limited original synthesis of information sources

4 Attribution

Adopted Spring 2013 by the Information Literacy Steering Group, FMI: char_booth@cuc.claremont.edu

- convey a preliminary understanding of why, when, and how to give attribution
- understand the criteria of academic honesty and how to avoid intentional and unintentional plagiarism
- cite basic information sources based on a specified style format in-text as well as in bibliography/endnotes/footnotes

5 Insight

- distinguish between institutionally provided and open web resources
- begin to recognize the universe of scholarship related to academic disciplines
- possess an emerging critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Capstone/Senior Outcomes

At the culmination of their capstone/senior year at one of the five undergraduate Claremont Colleges, the information undergraduate student is able to:

1 Inquiry

- clearly articulate an information need, define appropriate keywords and revise them as necessary, and discover/access specialized information resources
- explore multiple contexts of information creation
- identify and articulate the limits of the information that is available to them
- employ source materials in a way that demonstrates sophisticated independent thought

2 Evaluation

- effectively analyze information from multiple advanced sources into a project that represents significant new or novel information in their field of interest
- show an understanding/knowledge of scholarship related to topic
- choose appropriate resources for scope of information need

3 Communication

- organize, synthesize, and articulate a complex array of sources in a way that is accessible to the intended audience
- integrate and synthesize evidence expertly to support claims

4 Attribution

- develop a thorough bibliography with multiple and diverse sources of information that indicates a clear grasp of the 'scholarly conversation' in a discipline or disciplines
- exhibit proper use of paraphrasing, citations, footnotes, etc. in advanced original work.
- demonstrate sophisticated understanding of why, when, and how to give attribution

5 Insight

- demonstrate a grasp of where, why, and how to access open access versus institutionally-affiliated research resources and articulate their institutional access privilege beyond open web resources"
- understand the various social, political, and cultural factors that affect information creation, use, access, durability, and openness
- perceive how these factors may affect the ability to access information post-graduation and form an alternate access strategy based on subsequent information need and context (e.g., open access resources, information use in the professions)
- clearly recognize the universe(s) of scholarship related to academic disciplines and interdisciplines

Information Literacy in Student Work Rubric – Claremont Colleges Library (Version 2012/13)

Learning Outcome	Level of Achievement			
	Highly Developed 4	Developed 3	Emerging 2	Initial 1
Attribution	<p><i>Shows a sophisticated level of understanding for when and how to give attribution.</i></p> <ul style="list-style-type: none"> Documents sources consistently and completely Uses in-text citation and notes correctly and consistently Cites non-textual sources consistently Names and labels figures and/or graphs clearly and completely. 	<p><i>Attribution indicates understanding of the rationale for and various mechanisms of citation.</i></p> <ul style="list-style-type: none"> Documents sources throughout with occasional errors or inconsistencies. Uses in-text citation and notes with occasional errors or inconsistencies Cites non-textual sources with relative consistency Usually names and labels figures and/or graphs clearly and completely. 	<p><i>Missteps in attribution interfere with the argument or point to fundamental misunderstandings.</i></p> <ul style="list-style-type: none"> Frequently documents sources incorrectly or leaves out some citations. Frequent errors and inconsistencies with in-text citation and notes Does not consistently cite non-textual sources Names and labels figures and/or graphs inconsistently. 	<p><i>Use of evidence and citation is poor, making it difficult to evaluate the argument or sources.</i></p> <ul style="list-style-type: none"> Displays fundamental and consistent errors in source documentation Does not include or contains significant inconsistencies with in-text citation and notes Does not name, title, or cite non-textual sources Does not name or label figures and/or graphs.
Evaluation of Sources	<p><i>Source materials employed demonstrate expertise and sophisticated independent thought.</i></p> <ul style="list-style-type: none"> Demonstrates sophisticated awareness of universe of literature and community of scholarship Uses a variety of appropriate and authoritative sources Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not over- or under-rely on the ideas of others or the work of a single author Demonstrates a thorough critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are adequate and appropriate but lack variety or depth.</i></p> <ul style="list-style-type: none"> Explores supporting sources and community of scholarship but might overlook important avenues Sources are used support claim(s) but may not be the most authoritative source to make claim Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) May over- or under-rely on the ideas of others or the work of a single author Demonstrates a preliminary critical exploration and knowledge of theories and sources selected 	<p><i>Source materials used are inadequate.</i></p> <ul style="list-style-type: none"> Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) Relies on too few or largely inappropriate sources Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion) Clearly selected sources out of convenience Demonstrates little critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are absent or do not contribute to claim(s) or argument(s).</i></p> <ul style="list-style-type: none"> No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) When included, sources are too few or badly inappropriate No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not explore outside sources or present evidence when called for No evidence of critical exploration and knowledge of theories and sources selected
Communication of Evidence	<p><i>Evidence is integrated and synthesized expertly to support claims.</i></p> <ul style="list-style-type: none"> Consistently presents evidence to support claim(s) and argument(s) Synthesizes and contextualizes evidence appropriately for audience Uses evidence instrumentally towards rhetorical goals Distinction between own ideas and ideas of others is consistently clear 	<p><i>Proficient synthesis and integration of evidence.</i></p> <ul style="list-style-type: none"> Generally employs evidence to support claim(s) and argument(s) May present some evidence without context Frequently demonstrates using evidence instrumentally toward rhetorical goals Distinction between own ideas and ideas of others is usually clear 	<p><i>Weak attempts at synthesis or integration.</i></p> <ul style="list-style-type: none"> Sporadically uses evidence to support claim(s) or argument(s) Frequently fails to put sources into context (e.g. "The World Bank says...") Usually does not demonstrate using evidence instrumentally toward rhetorical goals Consistently blurs distinction between own ideas and ideas of others 	<p><i>No evidence of attempt at synthesis or integration.</i></p> <ul style="list-style-type: none"> Claim(s) or argument(s) lack necessary evidence Fails to contextualize quotes and evidence No demonstration of using evidence instrumentally toward rhetorical goals No distinction between own ideas and ideas of others

Information Literacy in Student Work Rubric Scoring Sheet - Claremont Colleges Library

Identification

ID Code _____ Reader Name _____ Term/Year _____ Faculty _____

Could not evaluate information literacy (IL) in this work? Check the box and you're done.

Assignment

A. Does the assignment ask students to use evidence outside of assigned course content? (*check one*)

Required Allowed Discouraged No explicit mention Assignment not available N/A

B. This work is a: _____ (e.g., research paper, thesis, report, summary, argument, analysis, reflection, media project, other)

Quality of attribution, evaluation, and communication of IL (see rubric for details):

	Highly Developed (4)	Developed (3)	Emerging (2)	Initial (1)	Comments	Totals
Attribution						
Evaluation of Sources						
Communication of Evidence						

OPTIONAL

Sum:

This work is a particularly representative example of the following (*check any that apply*):

- | | |
|--|---|
| <input type="checkbox"/> Very robust bibliography | <input type="checkbox"/> Egregious errors in bibliography, in-text citations, notes |
| <input type="checkbox"/> Clear and consistent citations | <input type="checkbox"/> Little or no attribution of non-textual elements |
| <input type="checkbox"/> Chose appropriate sources to support claims | <input type="checkbox"/> Inappropriate source(s) used to support claim |
| <input type="checkbox"/> Sources are well-integrated and synthesized | <input type="checkbox"/> Sources not integrated or synthesized (e.g., "patch writing" or excessive block quoting) |
| <input type="checkbox"/> Shows awareness of depth of scholarship in area | <input type="checkbox"/> Sources lack breadth or depth |
| Other _____ | <input type="checkbox"/> Over/Undercited claims |

Elaboration (optional):

Information Literacy in Student Work Rubric/Scoring Sheet Codebook - Claremont Colleges Library

Identification

Fill out any available details regarding student work.

Can we evaluate information literacy in this work?

Even if no sources are cited or the assignment does not call for outside sources, student work may exhibit information literacy if the student is placing their ideas in a broader context using ideas or information from other sources.

Assignment

- A. Expectations about use of evidence outside of assigned course reading or other materials provided by professor (use N/A in the case of thesis or other work without defined assignment parameters).
- B. Assignment type allows us to determine how to evaluate works that fall outside the “standard” research paper (e.g. a report, thesis, summary, argument, analysis, reflection, media project, or other type of work)

Quality of attribution, evaluation, and communication of Information Literacy

For each category, check the appropriate box. (Highly Developed, Developed, Emerging, Initial)

- **Attribution** refers to how well and consistently the student cites the ideas of others, including non-traditional sources (like lectures, emails, DVD commentaries) and images/figures.
- **Evaluation** refers to the appropriateness or quality of source materials the student chooses to use to support their rhetorical goals (claims or arguments). This includes materials and sources in their bibliography (if available) as well as those used throughout the work. Do the sources, examples, and evidence selected match the purpose of the type of work and argument the student is creating? Is the student aware of the differences between primary and secondary sources, popular and scholarly sources, or fact and opinion? Have they selected the variety and quality of sources appropriate for their argument and work type?
- **Communication** refers to the use and integration of sources as well as the quality of composition, e.g., whether the student has integrated the evidence they’re using and has done so in a way instrumental to their claim(s) and argument(s). Does the student paraphrase, summarize, synthesize, use quotes appropriately? Does the student frame quotations using authoritative sources? How are they using sources to ground their claims? This category also addresses how a student integrates their own ideas with those of others.

OPTIONAL - This work is a particularly rich example of the following (check any that apply):

Check an item when the noted characteristics are present and should be flagged as interesting or rich examples for future analysis or conversation. If you see other rich examples, note them as “Other.”