Stipend: Participants are paid a $1,000.00 stipend to participate. The stipend will be paid at one time: at the end of the Spring 2016 semester, usually the May paycheck. This is after the workshops, meetings to revise the syllabus, the class(es) have been brought in for instruction and administered the pre- and post-test, and the final presentation and paper have been completed. Please be aware of the guidelines to earn the stipend.

**Guidelines to Receive the Stipend**

- The faculty member has to earn at least an overall score of three (3) Accomplished on the Information Literacy Rubric
- Participate in the Chesnutt Library Fellows Information Literacy Program workshops held on December 15-16, 2015
- Complete required paperwork in a timely manner and by deadlines: pre- and post-tests, contracts, evaluations, readings, workshop exercises and tabulation of information literacy rubric
- Revise the selected class syllabus and related assignments to incorporate the Association for College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education by the start of classes on January 9, 2016
- Meet with faculty member at least four hours in December 2015 to January 2016 to revise the syllabus and at least four hours throughout the Spring 2016 semester
- Assist with developing and administering a pre- and post-test to the selected class(es)
- Schedule and provide library instruction session(s) for the designated class(es) for whom the syllabus was revised (focus on accessing and using library resources and documenting resources used with a selected citation style) before the last day of classes in the Spring 2016 semester by Thursday, April 28, 2016
- Discuss the results of the instruction session(s), further needs, and pre- and post-test result findings with your faculty member
- Discuss the final presentation and paper
- Participate in the final meeting by contributing a summary of your experiences during the presentation of your faculty member. This will be held sometime during the week after the May 7, 2016 graduation.
- **PROVIDE A COPY OF THE FINAL PRESENTATION AND PAPER; THE CHECKLIST AND STATEMENT OF EXPECTATIONS, ORIGINAL AND REVISED SYLLABI, AND ANY OTHER OUTSTANDING PAPER WORK TO MRS. WHITFIELD AND MR. WYNN.**
**Workshop Topics Include:**
ACRL Information Literacy Competency Standards for Higher Education
Learning Styles
Identifying Student Information Literacy Skills
Teaching Research Skills Using Technical Applications
Development and Design of Assessment Tools and Rubrics
Plagiarism and Academic Dishonesty
Infusing Information Literacy into Revised Syllabus for the Next Semester

Meet with ______________________, the assigned faculty member, a minimum of four hours after the December 2015 workshops for the purpose of discussing and developing an enhanced syllabus which incorporates the ACRL Information Literacy Competency Standards for Higher Education and that includes effective information literacy assignments and activities. The Faculty member needs to provide two copies of the selected syllabus to be revised prior to the workshops or during the workshops. Review and revise the syllabus and assignment(s) for the incorporation of the ACRL Information Literacy Competency Standards for Higher Education. Incorporate the classes being scheduled for instruction and what will be taught into the syllabus.

**Elements of the faculty librarian discussion should include:**
- An overview of the class and the information within the discipline that needs to be learned by the student.
- Discussion of previous assignments and assessment methods that have been used. Here is where librarian expertise can come to the forefront in examining what has been done before and whether it produced the expected results.
- A discussion of assessment strategies that were used in the past and whether or not they were successful in part or fully.
- Ideas need to be discussed about creating and using different kinds of assignments that would work and the possible ways to assess them. The collaborative effort of both parties should generate productive exercises that reflect systematic and comprehensive information literacy assignments and assessment measures.
- Assessments should reach all students, pinpoint areas for further development, and consolidate learning goals already achieved. It also should make explicit to the institution’s constituencies how information literacy contributes to producing educated students and citizens.

**Collaboration Contact Times**

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
Enhanced Syllabus and Assignments

Through a variety of exercises and presentations during the workshops, librarians and faculty will work together to modify an existing syllabus to include information literacy objectives. Use the Information Literacy Rubric as a guide.

Librarians and faculty will work together to:

- Incorporate into the syllabus a statement on the importance of producing information literate students and/or a definition of information literacy.

Example Statement: “Recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information.”

NOTE: Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support, information literacy. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals.
List the five ACRL Standards that are incorporated (1-5): ______________________

See: Documentation that lists performance Indicators and performance outcomes for each
of the five standards listed below. If the assignments are producing those
elements of the performance indicators then they are in accord with meeting the
Standard. The outcomes that are listed are used to help you with creating an
assessment.

___ Standard One: The information literate student determines the nature and extent
of the information needed. There are four performance indicators.

___ Standard Two: The information literate student accesses needed Information
effectively and efficiently. There are five performance indicators

___ Standard Three: The information literate student evaluates information and its
sources critically and incorporates selected information into his or her knowledge
base and value system. There are seven performance indicators

___ Standard Four: The information literate student, individually or as a member of a
group, uses information effectively to accomplish a specific purpose. There are
three performance indicators.

___ Standard Five: The information literate student understands many of the
economic, legal, and social issues surrounding the use of information and
accesses and uses information ethically and legally. There are three
performance indicators.

Design Active Learning Assignment(s). Provide description(s).
______________________________________________________________________________
______________________________________________________________________________

Design Assessment(s) for the Assignment. Provide description(s).
______________________________________________________________________________
______________________________________________________________________________

Examples are listed below, but there can also be creative assignments that are unique and
developed by the faculty member and the librarian. The goals are to promote resource-based
learning outside of the classroom, to encourage use of library resources and to equip students with
skills they will need in their matriculation at the university and beyond. The following represent
examples of assignments that can meet information literacy standards, and some suggestions on
creating an assessment. Assignments should specify what each student has to do in order to meet
basic information literacy competencies as defined by the Association of College and Research
Libraries (ACRL).

1. __ Identify and Locate Scholarly and Popular Articles
Incorporates ACRL Standards: 1 and 3
The scholarly versus popular articles assignments requires students to include some
measure of articles written by experts to other scholars, researchers and students in a
given field. This assignment encourages students to think critically about information
and to choose peer-reviewed articles that are accurate and lend credibility to their research. They should be able to identify those intended for a specialist versus those intended for a general audience.

**Assignment:** Create a bibliography or annotated bibliography of scholarly or peer-reviewed journal articles. It could also include ones that are popular, like magazine or newspaper articles. The bibliography could be used later as the basis for a paper or speech.

**Possible Assessment:** Were the appropriate number and type of items found, for example, a total of twelve references, with a minimum of six scholarly and research journal articles and six popular articles that are from a magazine or newspaper.

Questions to ask are: Has the bibliography been annotated in the correct style and format; which style was used, APA or MLA; in what format is the annotation done, is it a summary or a critical analysis; are the references cited correctly?

2. __ **Identify and Locate Primary Research Articles**

   **Incorporates ACRL Standards: 1 and 3**

   The primary research article assignment requires students to identify and select research articles that document an original project or experiment carried out by a researcher or scientist. This assignment exposes students to how research studies are conducted and presented and gives them the scientific framework on which to base their own original research. They learn the parts of an original research article; introduction, literature review, hypothesis, methodology, how data will be collected, tabulated and reported, discussion of results, future areas to study, conclusions and references used.

   **Assignment:** Create a bibliography or annotated bibliography of scholarly or peer-reviewed journal articles, which the students could use later for a paper or a presentation. The articles must have original research evidenced by experiments or studies that have been conducted and data provided.

   **Possible Assessment:** Were the appropriate number of items identified and selected? Were they academic, scholarly or research journal articles in which a study or an experiment had been conducted? Has the bibliography been annotated in the correct style and format; APA or MLA, in what format is the annotation done, is it a summary or a critical analysis; are the references cited correctly?

3. __ **Create an Annotated Bibliography**

   **Incorporates ACRL Standards: 1, 2, 3, 4 and 5**

   The annotated bibliography requires students to develop a topic, search for, evaluate, and summarize or critique relevant literature, and cite information in the proper format for the current field of study. This includes articles, but also books, media and other resources.

   **Assignment:** Create an annotated bibliography of scholarly or peer-reviewed journal articles, magazine and newspaper articles, books and documents, which students could use later for a paper, speech, or presentation.

   **Possible Assessment:** Were the appropriate numbers and types of items identified and located? Were they academic, scholarly or research journal articles or popular magazine articles? How many were books and did they come from a particular viewpoint or position? What resources were used in these journals or books by their authors? Do the annotations provide a description of the book, article or document or
do they provide a critical analysis of the source, which might include their relevancy, accuracy, and the worthiness of the data they contribute to the discipline? Has the bibliography been annotated in the correct style; APA or MLA, and the references cited correctly?

4. Create a Literature Review Paper or Presentation
Incorporates ACRL Standards: 1, 2, 3, 4 and 5
One step further than the annotated bibliography, the literature review assignment requires students to critically interpret resources and see the relationship between concepts, fitting together various ideas to build a comprehensive view of the topic under study.
Assignment: Create a literature review paper or presentation using scholarly, research or peer-reviewed journal articles and books that give a detailed background on a subject or answer a research question. It could be in the form of a five, seven or ten page paper or a visual presentation.
Possible Assessment: Were there enough background resources found? Was the search comprehensive? Were the selected books and articles scholarly and research oriented? Were the books biased in any way or from a particular perspective or viewpoint? Was there a logical progression or a relevancy reflected in the authors and studies included in the literature review? Did one get a sense of the background for the paper? Lastly, was the literature review done correctly according to the chosen citation style and format MLA or APA?

5. Keep a Journal or Log
Incorporates ACRL Standards: 3 and 4
Requiring students to keep an evaluative and reflective journal or log on course readings and research can help them better understand the research process and evaluate their success.
Assignment: Students are asked to keep a journal. They are either assigned journal articles to read and respond to in writing concerning what they think about the articles; or they can be asked to respond to certain questions or readings that may come up in class. There may be questions that have come up from homework assignments or journal assignments that may be open-ended and the choice of subjects left open to the individual student. Journal writing can consist of questions, speculation, self-awareness, digression, synthesis, revision and information.
Possible Assessment: Would most likely be within the realm of the professor and their expectations concerning what they assign to the student and the criteria on which it would be graded. The librarian can help if the assignment is in the area of documenting the research process – how would the search strategy be formulated to find answers to questions; what would be the best sources to use in identifying needed information and how would that information be synthesized and concepts linked together.

6. Research Paper
Incorporates ACRL Standards: 1, 2, 3, 4 and 5
Depending on the guidelines, a research paper can conceivably incorporate each of the assignments highlighted so far. Research papers require students to develop topics, find information, and critically interpret resources to create a convincing and developed
final product.

**Assignment:** Write a research paper on a designated topic.

**Assessment:** Paper format, quotations, references, and bibliography are all correctly formatted based on the assigned citation style.

7. **Library Skills Test**
   **Incorporates ACRL Standards:** 1, 2, 3 and 4
   **Assignment:** Take the assigned library skills test.
   **Assessment:** Were students able to answer the questions, which primarily involve identifying and locating resources through the online catalog, across the different databases and other information sources found on the library’s web site and on the libguides.

8. **Create a Unique Assignment Tailored to the Specific Class, that Incorporates the ACRL Standards.** See Chesnutt Library Information Literacy Standards Mapping.
   **Schedule and Attend the instruction Session(s)**

The goals are to have the students come into the library or the librarian go to the classroom to demonstrate how to effectively identify, access, use and evaluate library resources and materials that they will use for their assignment(s). It would be great to have at least one session physically in the library. If this cannot be arranged, a demonstration in the classroom or a computer lab outside of the library will suffice. The session(s) need to be held before the end of classes and allow enough time for follow-up sessions and feedback from the students and librarian. All sessions should be completed before Thursday, April 28, 2016. There can be two or more sessions as needed. These dates should be listed in the syllabus. A pre- and post-test need to be administered by the faculty member to the students before and after the session(s).

**Spring 2016 Semester – Classes Scheduled and Conducted**

Class:__________  Class Title:__________________________________________  No. Students:_____
Date Scheduled:________________________  Date Held:________________________

Class:__________  Class Title:__________________________________________  No. Students:_____
Date Scheduled:________________________  Date Held:________________________

Class:__________  Class Title:__________________________________________  No. Students:_____
Date Scheduled:________________________  Date Held:________________________

Class:__________  Class Title:__________________________________________  No. Students:_____
Date Scheduled:________________________  Date Held:________________________

Class:__________  Class Title:__________________________________________  No. Students:_____
Date Scheduled:________________________  Date Held:________________________
Meet with the faculty member at least four hours during the semester to discuss the pre- and post-test design and administration, the assignments, the instruction session(s), the results of the pre- and post-tests, plans for any additional instruction, help-sessions or materials, and the final presentation and paper.

**Collaboration Contact Times**

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)

Date:__________________   Time Start:___________________   Time End:___________________

Signatures: __________________________________, ____________________________________
(Faculty)      (Librarian)
Beyond the 2016 Spring Semester

What takes place next is up to both the faculty member and the librarian.

"'The beginning of the 21st century has been called the Information Age because of the explosion of information output and information sources. It has become increasingly clear that students cannot learn everything they need to know in their field of study in a few years of college. Information literacy equips them with the critical skills necessary to become independent lifelong learners.' (Association of College and Research Libraries)

SACS criteria states: ‘Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning. Librarians must work cooperatively with faculty members and other information providers in assisting students to use research materials effectively…this should be consistent with the goal of helping students develop information literacy—the ability to locate, evaluate and use information to become independent life-long learners.’ ACRL states that: ‘Collaboration is based on shared goals, a shared vision, and a climate of trust and respect.’"

It is critical that we work together (faculty and librarians) to produce better informed students, citizens and life-long learners. To be competitive in the global job market and to function efficiently one must be able to locate needed information, analyze and synthesize it in order to make informed decisions.
We hope that we have built a relationship that will continue between the faculty and the librarians to encourage their classes to utilize library resources and services and develop strategies, which students can use to succeed academically and in life and work-related tasks and goals. The Library’s Staff are available to provide support by sharing the knowledge they have about library and information resources and the know-how and how-to concerning accessing those resources and using them efficiently and effectively.