SLO 1: Critical Thinking
Students in LIBR 1101 will be able to critically evaluate information and information sources.

Relevant Associations:

Standard Associations
- New Core Component Areas
- 9 Component Area Options (CAO)
- New Core Objectives
  - 1 Critical Thinking (CT)

General Education/Core Curriculum Associations
- 1 Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.

Related Measures

M 1: Evaluate information sources
Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
70% of students taking LIBR 1101 correctly answer the following questions:

Determine for each citation below if it is a scholarly or popular publication.

Question 1.
   a. Scholarly journal
   b. Popular magazine

Question 2
   a. Scholarly journal
   b. Popular magazine

Question 3. List two characteristics of a scholarly journal.
   a. ____________________________
   b. ____________________________

Question 4. What is the following? http://library.lamar.edu/
q An email address for the Mary & John Gray Library
q A call number for locating books in the library
q A URL address for the Mary & John Gray Library
q A file transfer protocol (FTP) address

Question 5. An Internet address with a .com at the end of the address would indicate which kind of website?
   a. A military site
   b. A University site
   c. A business site
   d. A site in a communist country

Question 6. The Internet address - http://www.npr.org - indicates that the site is maintained by a
   a. Government agency
Question 7. Identify two criteria you use to judge the quality of material found on the Internet.

a _______________________________

b _______________________________

M 2: Create search strategy

Student can select keywords or phrases along with Boolean operators to create an effective search strategy.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:

70% of students taking LIBR 1101 will correctly answer the following questions.

Question 8. If you want to find a book about Stephen King, you would use a

a Author search

b Call number search

c Subject search

d Title search

Question 9. What is a good approach to finding effective search terms for your research topic?

a Highlight the main terms and phrases

b Brainstorm synonyms, broader terms, and narrower terms

c Check a subject encyclopedia for ideas and concepts

d All of the above

Question 10. If you search an electronic database and get a gazillion results, which of the following techniques would you use to cut down the numbers?

a Change your topic to something less broad

b Use a different database and hope for less hits

c Combine search terms using the word AND

d Don't know

Question 11. Using the connector OR in a search

a Broadens your search

b Narrows your search

c Don’t know

Question 12. You will get more results from which search

a Tobacco AND advertising AND children

b Tobacco OR advertising OR children

Question 13. By using the technique of truncation in a database search, you would

a Narrow your search to include less information

b Broaden your search to include more information

c Use the terms AND, OR and NOT

d Don’t know

SLO 2: Communication

Students enrolled in LIBR 1101 will be able to communicate the nature and extent of the information need.

Relevant Associations:

Standard Associations

New Core Component Areas
  9 Component Area Options (CAO)

New Core Objectives
  2 Communication (COM)
General Education/Core Curriculum Associations

3. Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

Related Measures

M 3: Define information literacy
Student can define and provide examples of information literacy.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
70% of students will be able to correctly answer the following questions:

**Question 14:** Briefly define information literacy.

**Question 15:** List three characteristics of an information literate person

a. 

b. 

c. 

M 4: Understand parameters
Student can understand the parameters of the research assignment.

Source of Evidence: Project, either individual or group

**Target:**
50 percent of students taking LIBR 1101 will be able to meet the parameters of the bibliography project as indicated by a rubric. Students will meet the requirements of the rubric below.

<table>
<thead>
<tr>
<th>Criteria for evaluation</th>
<th>4</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic Selection</strong></td>
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<tr>
<td>Topic is sufficiently defined, focused and appropriate for a college-level research paper</td>
<td>Topic clearly stated but could be more focused,</td>
<td>Topic is not sufficiently defined or narrowed for the assignment and may not have been approved by the instructor</td>
<td>Topic is not appropriate for the assignment and not approved by the instructor</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>All requirements were met: 5 books 5 scholarly articles 5 popular articles 5 web sites 5 Government sources Copies of sources used</td>
<td>Most requirements were met. May be lacking some scholarly articles or other required sources.</td>
<td>Lacking substantial requirements like scholarly articles or books. Too many websites. Lacking copies of sources used.</td>
<td>Most requirements were not met. Not enough resources. Resources do not comply with requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Annotations</strong></td>
<td></td>
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</tr>
<tr>
<td>Exceptional descriptions of and reactions to each of the sources</td>
<td>Adequate descriptions of each of the sources.</td>
<td>Uneven or inadequate descriptions of some of the sources</td>
<td>Inadequate descriptions of most or all of the sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sources in bibliography were critically evaluated. Student explains why each source was selected and how it is of value for the research topic.</td>
<td>Most sources in bibliography were critically evaluated, appropriate, and demonstrated to be of value for the topic.</td>
<td>Student did not explain why some resources were selected. Sources (especially web sites) may be of questionable quality, dated, or inappropriate for college level paper.</td>
<td>Most sources were of questionable quality and/or unrelated to research topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MLA or APA style was used properly in documenting sources</td>
<td>Most sources were cited properly. Some information may be missing, or</td>
<td>Several citations were missing data or are not formatted using MLA or APA style</td>
<td>Most or all sources were improperly documented.</td>
<td></td>
</tr>
</tbody>
</table>
M 5: Thesis Statement
Student can formulate a thesis statement or research question that fits into the parameters of the research assignment.

Source of Evidence: Project, either individual or group

Target:
50% of students will compose a satisfactory thesis statement to guide their research for the bibliography project.

Thesis statements will be evaluated by the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative sentence</td>
<td>The thesis statement is in the form of a declarative sentence that states clearly and concisely states the main point that the author is trying to make. The statement clearly guides the selection of resources.</td>
<td>The thesis statement is in the form of a declarative sentence and makes a point, but is a bit too broad. Established the topic of stance that adequately directs the selection of sources.</td>
<td>The thesis statement is in the form of a declarative sentence, but is vague and does not make a concrete point. Contains an unfocused topic that lacks clear direction for the selection of sources.</td>
<td>The thesis statement is not in a declarative sentence. Thesis statement inadequately identifies a topic or fails to establish direction for the selection of sources.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>The thesis statement effectively guides the selection of resources.</td>
<td>The thesis statement addresses the importance of the topic.</td>
<td>The thesis statement has a flat affect covering the topic in vague terms.</td>
<td>The thesis statement is completely ineffective.</td>
</tr>
<tr>
<td>Spelling, Grammar, punctuation</td>
<td>Flawless. Contains no errors in grammar, punctuation, or spelling</td>
<td>Contains one grammar, punctuation, or spelling error that does not detract from the clarity of the statement.</td>
<td>Contains some grammar, punctuation or spelling errors.</td>
<td>Contains numerous grammar, spelling, or punctuation errors that significantly detract from the clarity of the statement.</td>
</tr>
</tbody>
</table>

Give yourself a grade for each category (4,3,2,1). Add up your score and double the total.

What is your final score? __________/16______(student) ___________/16_______(teacher)

SLO 3: Professional responsibility
Students in LIBR 1101 will understand the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Relevant Associations:

Standard Associations

New Core Component Areas
9 Component Area Options (CAO)
New Core Objectives
6 Personal Responsibility (PR)

General Education/Core Curriculum Associations

6 Ethical reasoning and action: includes the ability to connect choices and actions to ethical reasoning.

Related Measures

M 6: Use of information
Students in LIBR 1101 can demonstrate an awareness of the social issues around the use of information.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
70% of students taking LIBR 1101 will correctly answer the following questions related to the ethical use of information.

Question 16. Which of the following resources is not covered by copyright law?
a. Books  
b. website  
c. government information  
d. articles  

Question 17. Under the concept of fair use it is legal to make a copy of a textbook for your personal use.  
a. True  
b. False  
c. Don't know  

Question 18. Why do songwriters, singers, and lyricists file copyright infringement cases against people who upload music and make it available for free to others?  
a. They are greedy.  
b. The songs, including the recordings, are covered by copyright.  
c. They seek to make an example of the violator.  

Question 19  
True or False: Copyright law covers works that are not copyrighted.  
a. True  
b. False  

M 7: Plagiarism  
Students in LIBR 1101 will be able to understand and avoid plagiarism.  
Source of Evidence: Faculty pre-test / post-test of knowledge mastery  
Target:  
70% of students taking LIBR 1101 will correctly answer the following questions.  

Question 20  
Of the following types of information, which one does NOT need to be acknowledged?  
Answer  
a. A word-for-word quotation from The New York Times online about economic recovery  
b. A photograph of Rosa Parks that you found in Women in World History: A Biographical Dictionary.  
c. A paragraph you wrote summarizing information from a Newsweek article about bioengineered food.  
d. A list of three most important things you think students can do to succeed in college  

Question 21  
Two of the following are true. Which two?  
Answer  
a. A bibliographic citation is brief information about a source that goes in the body of the paper, next to where you use the information.  
b. You can develop your own style for writing bibliographic citations  
c. A bibliographic citation provides full information about a source  
d. A list of one or more bibliographic citations is often called a Bibliography or Works Cited  

Question 22.  
Statement in a research paper: A recent study concluded the global temperature has increased .6 degrees C in the past 100 years.  
Answer  
a. Needs to be cited  
b. Does not need to be cited  

Question 23.
Statement in a class speech: It’s my opinion that people remain dependent on petroleum because most of us are unwilling to change our habits and our way of life.

Answer
*a. Needs to be cited
b. Does not need to be cited

Question 24.

Which of the following types of sources must be acknowledged (Check all that apply.):

Answer
*a. information available in a variety of textbooks and general encyclopedias
*b. direct quotations, paraphrases and summaries, arguable assumptions
c. common knowledge
*d. images, photos, graphics, charts, tables and statistics
e. your own ideas, discoveries and reasonings

Question 25.

Which of the following statements is true (choose one):

Answer
a. The best style manual to use no matter what class you’re in is MLA
b. Many databases provide citations that are automatically formatted perfectly
c. There are many different style manuals from which to choose, depending on the discipline or class
d. Style manuals are only for students; professionals never use them

M 8: Correct citations

Students in LIBR 1101 will be able to understand and correctly use the appropriate citation format.

Source of Evidence: Project, either individual or group

Target:
50 percent of students submitting bibliography projects will correctly format their assignments according to the rubric.

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Page</td>
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</tr>
<tr>
<td>Works Cited title is centered at the top of the page.</td>
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<tr>
<td>Works Cited title is not centered or another title is used</td>
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<tr>
<td>The page has no title.</td>
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<tr>
<td>Citations are put on the last page of the report.</td>
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<tr>
<td>Alphabetical Order of Citations</td>
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<tr>
<td>All citations are in alphabetical order by the first word of the citation (excluding articles).</td>
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<tr>
<td>Most citations are in correct alphabetical order by the first word of the citation (excluding articles).</td>
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<td>Some citations are in correct alphabetical order by the first word of the citation (excluding articles).</td>
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<tr>
<td>There does not appear to be an attempt to put citations in correct alphabetical order by the first word of the citation (excluding articles).</td>
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<tr>
<td>Indentation of Lines</td>
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<tr>
<td>All of the citations begin at the left margin with following line indented five spaces.</td>
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<tr>
<td>Most of the citations begin at the left margin with following line indented five spaces.</td>
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<tr>
<td>Citation indentation is reversed, with the first line indented and following lines at the left margin.</td>
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<tr>
<td>There is no indenting of any lines of the citations.</td>
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<tr>
<td>Completeness of Citations</td>
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<tr>
<td>All citations have all the required elements.</td>
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<tr>
<td>Most citations have all required elements.</td>
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<tr>
<td>Some citations have all the required elements.</td>
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<tr>
<td>None of the citations have all the required elements.</td>
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<tr>
<td>Order of Elements of the Citation</td>
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<tr>
<td>All of the citations have the elements in the proper order.</td>
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<tr>
<td>Most of the citations have the elements in the proper order.</td>
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<tr>
<td>Some of the citations have the elements in the proper order.</td>
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<tr>
<td>None of the citations have the elements in the proper order.</td>
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</table>
SLO 4: Teamwork
Students can work with others to accomplish a shared goal.

Relevant Associations:

Standard Associations

New Core Component Areas
9.1 CAO Communications

New Core Objectives
4 Teamwork (TW)

General Education/Core Curriculum Associations
4 Teamwork: includes the ability to collaborate effectively, consider different points of view, and work with others to support a shared purpose or goals.

Related Measures

M 9: Group assignment
Students will work in small groups of 3 to select the appropriate databases and search terms for the students in their group. Groups will complete this assignment in class and turn it in to the instructor for feedback.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
All students in the class will be a part of a group and each student will turn in a copy of the in class assignment.
The assignment will include the group members names, the topic chosen by the student, a list of possible databases and a selection of search terms relevant to that topic. Each student will also turn in a peer evaluation that addresses the contributions of each group member. Students will receive a grade for the assignment and turning in the evaluation.