

Appendix B: Library Instruction lesson plan Term paper for upper-division Geology students

Concept:

This assignment enables students to focus on the means of scholarly communication in a discipline and to contribute to the scholarly conversation. In upper division classes, students pay special attention to developing a topic that is particularly focused and appropriate to their discipline and course. Lastly, students gain practice in a disciplinary or journal-specific citation style.

Through library instruction, students will learn to use library portals to find scholarly resources. Students learn to use search limits and subject headings to narrowly focus research. Students also learn to critically evaluate the information that they find.

The submitted term paper is evaluated on how well students critically evaluate contributions made by others to the scholarship of the discipline and by a demonstrated development of their own professional voice.

Learning Goals:

1. Develop an introduction of ½ to 1 page, describing the topic, its importance, and background material.
 - a. Demonstrate an ability to assess the fit between an information product's creation process and a particular information need. (Information Creation as a Process)
 - b. Demonstrate the ability to deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations. (Research as Inquiry)
2. Develop the discussion portion of the paper, 4-5 pages.
 - a. Demonstrate the ability to understand the increasingly social nature of information ecosystems where authorities actively connect with one another and sources develop over time. (Authority is Constructed and Contextual)

- b. Demonstrate the ability to recognize that information may be perceived differently based on the format in which it is packaged. (Authority is Constructed and Contextual)
 - c. Demonstrate the ability to synthesize ideas gathered from multiple sources. (Research as Inquiry)
 - d. Demonstrate the ability to organize information in meaningful ways. (Research as Inquiry)
- 3. Develop tables and figures supporting topic covered in the research paper.
 - a. Demonstrate the ability to give credit to the original ideas of others through proper attribution and citation. (Information has Value)
- 4. Develop a works cited page.
 - b. Demonstrate the ability to use different types of searching language (controlled vocabulary, keywords, natural language appropriately. (Searching as Strategic Exploration)
- 5. Deliver a well-written, organized, meaningful paper that clearly outlines the topic or problem statement and correctly cites five sources in the text of the paper and works cited section.
 - a. Demonstrate the ability to cite the contributing work of others in their own information production. (Scholarship as Conversation)
 - b. Demonstrate the ability to re-write previously published material and organize it in a manner that is meaningful to the topic. (Information Creation as a Process)

Librarian script and stated lesson objectives:

Science disciplines value current references and sources, the more current, the better. It is appropriate in scientific writing to prove your conclusions. It is important to show how you arrived at your thinking by examining your thinking clearly in your paper.

Methodologies used in your specific scientific discipline should be precise. Practitioners and theorists reading your paper want to achieve similar results, so share your methodology clearly.

The lesson objectives are:

- Demonstrate an ability to assess the fit between an information product's creation process and a particular information need.
- Demonstrate the ability to use different types of searching language (controlled vocabulary, keywords, natural language) appropriately.
- Demonstrate the ability to deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.
- Demonstrate the ability to cite the contributing work of others in their own information production.
- Demonstrate the ability to re-write previously published material and organize it in a manner that is meaningful to the topic.

Input Modeling:

- Orientation to library search portals and databases.
- Means of scholarly communication the discipline.
- Limiters and subject headings.
- Word cloud exercise to narrow topic and determine appropriate search terms.
- Finding full-text and utilizing interlibrary loan.
- Evaluating sources in the context of authority, scholarly communication, and methodology.
- Citation management and avoiding plagiarism.
- Beginning the writing process in developing your professional voice.

Guided Practice:

At least one third of the class should be devoted to helping students individually to understand and progress toward achieving the learning outcomes.

[QEP Program] Pedagogies:

Reflective component. Students are invited to reflect on their research experience -- developing their topic, utilizing library research tools, and writing their paper. What skills did students have before the assignment that helped them, and what skills did they learn along the way? Has this project helped them for future academic work?

Assignment text for students:

Term Paper Checklist

- Typed, hard copy topic and 5 peer-reviewed library references
- Draft is due in D2L Dropbox on []
- Final copy is due in D2L Dropbox on []
- Topic must be particularly focused, and appropriate to the discipline and course
- Length: 5 to 7 pages of text (excludes diagrams, references, etc.), double-spaced, Times New Roman 12 pt. font, 1 inch margins
- Must be submitted as Microsoft Word .doc file
- Must use and cite at least 5 peer-reviewed references available to you in the library or online
- All diagrams, graphs, photos, etc. must include an explanatory caption and include a reference
- Outline should follow:
 - Title Page: title, your name, date
 - Abstract: approximately ¼ to ½ page summary of the paper.
 - Introduction: ½ to 1 page description of the topic, why it is important, and background material.
 - Discussion: 4 to 5 pages. In many cases, it is best to use sub-headings to divide the discussion into sub-topics.
 - References Cited – see attached
- If possible, always write in the present tense

- Do not directly quote the work of others, either intentionally or unintentionally. You must re-write previously published material in your own words and reference the publication from which you obtained the material.
- Spelling and grammatical errors are not acceptable in the draft or final paper
- Reference format must follow a discipline or journal-specific citation style

Rubric*Geology Term paper Information Literacy Rubric*

Frame	Assignment	Exceptional (4)	Proficient (3)	Needs Development (2)	Novice (1)
Searching as Strategic Exploration	Introduction	The topic or problem is clearly stated and is directly related to the course subject matter.	The topic or problem is not clearly stated OR is not directly related to the course subject matter	The topic or problem is not clearly stated and is only somewhat related to the course subject matter	The topic is unclear and is not related to the course subject matter.
	Entire paper	Students reference at least 4 sources in the text of the paper that are from peer reviewed journals.	Students references at least 3 sources in the text of the paper from a peer reviewed journal.	Students reference one or two sources in the text of the paper but not from peer reviewed journals.	Students do not reference any sources in the text of the paper.
	Citations	At least 4 different sources are cited in the introduction and discussion.	At least 3 different sources are cited in the introduction and discussion.	At least one or 2 different sources are cited in the introduction or discussion.	No sources were cited in the introduction or discussion.

Authority is Constructed and Contextual	Discussion	The information gathered is summarized in a manner that is relevant to the topic using multiple sources.	The information gathered is summarized using multiple sources.	The information gathered is summarized in a manner that is relevant to the topic but does not use sources.	The information included is not summarized. It is not relevant to the topic. No sources were used.
Information has Value	Tables and Figures	Any tables, diagrams, photos, and figures include an explanatory caption and include a citation of the source in a discipline or journal-specific citation style (GSA style)	Any tables, diagrams, photos, and figures include an explanatory caption and include a citation of the source but use another citation style (such as APA or MLA)	Any tables, diagrams, photos, and figures include an explanatory caption OR include a citation of the source in a discipline or journal-specific citation style (GSA style)	Any tables, diagrams, photos, and figures do not include an explanatory caption and do not include a citation of the source in a discipline or journal-specific citation style (GSA style)
	Discussion	Each subtopic is related to the topic or problem stated in the Introduction and multiple sources are cited.	Each subtopic is discussed and multiple sources are cited.	Each subtopic is discussed and less than 2 sources are cited.	Subtopics are not related to the topic. No sources are cited.

Research as Inquiry	Introduction	The topic or problem is clearly stated in the Introduction and is narrow in focus.	The topic or problem is clearly stated in the Introduction but is broad in focus.	The topic or problem is not clearly stated in the Introduction but includes a broad description of the scope.	The topic or problem is not clearly stated in the Introduction
	Discussion	Each subtopic is thoroughly discussed and outlined in a clear, concise manner meaningful matter to the topic.	Each subtopic is thoroughly discussed OR outlined in a clear, concise manner meaningful matter to the topic.	Discussion is missing some subtopics OR is thoroughly discussed and outlined in a clear, concise manner meaningful matter to the topic.	Subtopics are not included.
Scholarship as Conversation	Entire paper	Students paraphrase and correctly cite at least 5 sources in the text of the paper and the reference section.	Students paraphrase and cite at least at least 3 sources in the text of the paper and the reference section.	Students do not paraphrase but cite at least at least 3 sources in the text of the paper OR the reference section.	Students do not paraphrase and do not cite any sources in the text of the paper OR the reference section.

Information Creation as a Process	Entire paper	<p>The paper is written in a well-organized, meaningful manner that clearly outlines that topic or problem statement.</p> <p>Students paraphrase scholarly works as well as contribute their own conclusions based on the sources.</p>	<p>At least two of the following are met: The paper is written in a well-organized, meaningful manner that clearly outlines that topic or problem statement. OR Students paraphrase scholarly works OR contribute their own conclusions based on the sources</p>	<p>At least one of the following is met: The paper is written in a well-organized, meaningful manner that clearly outlines that topic or problem statement. OR Students paraphrase scholarly works OR contribute their own conclusions based on the sources.</p>	<p>The paper is not organized, does not clearly outline topics. Students do not paraphrase or include any conclusions</p>
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