

HANDOUTS

TEACHING

INFORMATION LITERACY

**THRESHOLD
CONCEPTS:**

Lesson Plans for Librarians

Edited by
Patricia Bravender
Hazel McClure
Gayle Schaub

CHAPTER 1

The Conversational Nature of Sources of Information

ANDREA BAER

Citations to assigned sources:

Taibbi, Matt. "Ripping Off Young America: The College-Loan Scandal." *Rolling Stone*, August 15, 2013. <http://www.rollingstone.com/politics/news/ripping-off-young-america-the-college-loan-scandal-20130815>.

Richwine, Jason. "What 'Profits'? Rolling Stone's Matt Taibbi Misunderstands Student Loans." *National Review Online*, August 23, 2013. <http://www.nationalreview.com/corner/356551/what-profits-rolling-stones-matt-taibbi-misunderstands-student-loans-jason-richwine>.

For the Taibbi article, identify:

1. the publication source, as well as the publication's general audience and purpose
2. the source's general purpose (e.g., to inform, to make an argument)
3. the source's central message or argument
4. one or two pieces of supporting evidence used to convey the central message or argument

For the Richwine article, identify:

1. the publication source, as well as the publication's general audience and purpose
2. the source's general purpose (e.g., to inform, to make an argument)
3. the source's central message or argument
4. one or two pieces of supporting evidence used to convey the central message or argument

CHAPTER 1

Using Information as a Springboard to Research

EMILY FRIGO & JESSALYN RICHTER

Article Analysis Worksheet

After reading the assigned article, please complete this worksheet to prepare for our in-class discussion. Bring a printed copy to class. Please be ready to share your answers with the class.

1. Briefly summarize the article. What interest or question does the author have, what sort of data or evidence does s/he acquire, and what major conclusions (if any) does s/he reach?
2. Was the article written to persuade, propose a solution, give general information, etc.? What was the purpose of the article?
3. Who is the audience?
4. Who is the author/s? Is the author an expert?
5. What newspaper or journal is the article from? Does it contain any bias that you can identify?
6. What is the date of the article? Is it current? Is currency important to this topic?

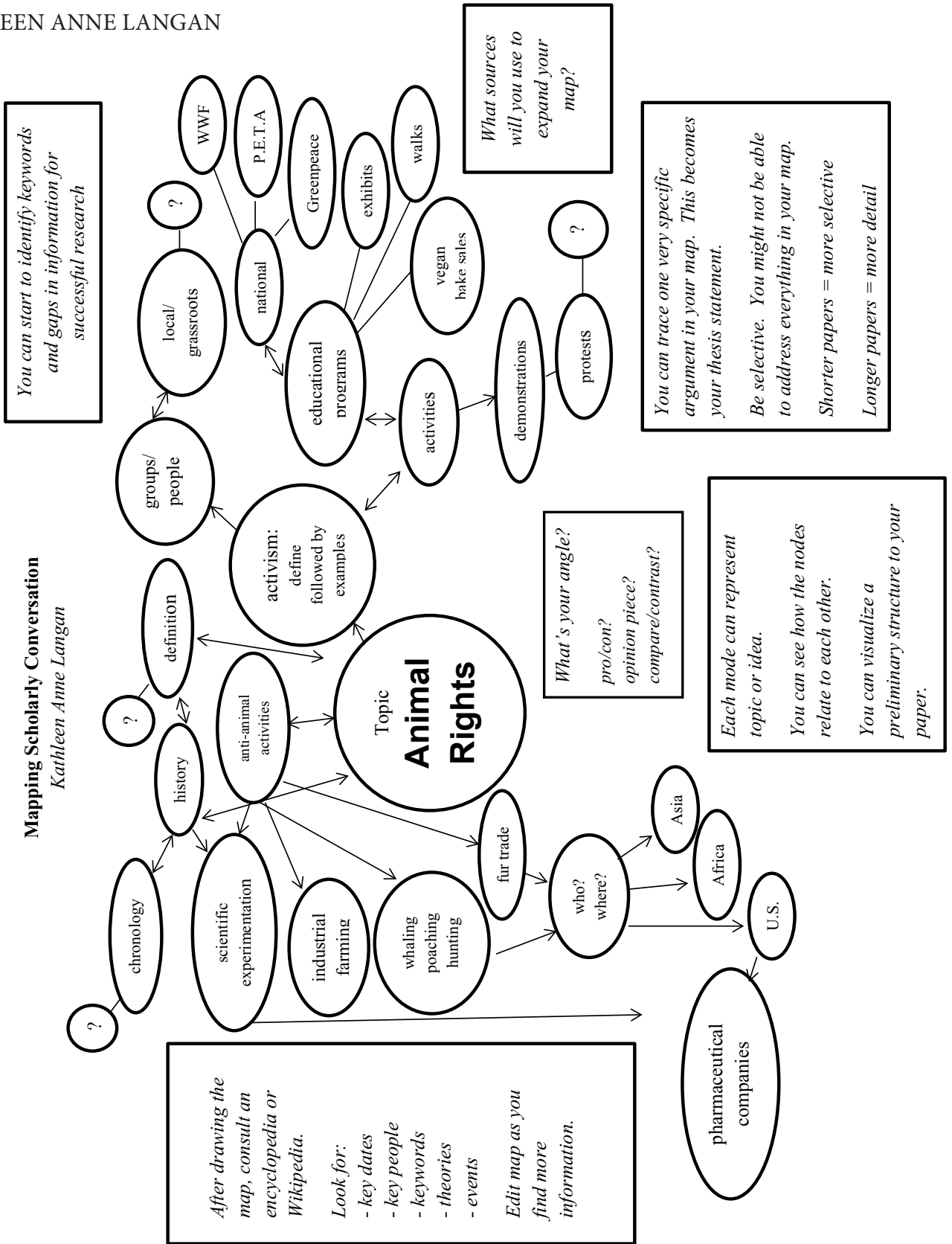
Discussion Questions (Distributed as a second worksheet, or displayed on the screen)

- List some of the main ideas or key concepts. Think of synonyms and brainstorm related terms that are broader or narrower in scope.
- What researchers, organizations, universities, etc. are concerned with the problem? Are any research studies mentioned?
- What questions came to your mind after reading the article?
- Which disciplines may be interested in studying/exploring this or related topics?

CHAPTER 1

Mapping Scholarly Conversation

KATHLEEN ANNE LANGAN



CHAPTER 1

Crafting a Credible Message

DEBBIE MORROW

ROLE 1—HIGH SCHOOL STUDENT

You have an assignment to describe the relationship between smell and memory. Include and explain at least two scientific or technical terms or concepts.

ROLE 2—JOURNALIST

You are researching a feature article for a news magazine or news web site about “DigiScent,” a technology to develop “smell-enabled virtual reality.”

ROLE 3—PROFESSOR, RESEARCHER, OR SCHOLAR

You are a Psychology PhD with a special research expertise in memory and cognition. You are writing up the results of your most recent experimental study for publication.

ROLE 4—COLLEGE STUDENT

You have an assignment to write a personal reflection on a memory you have that you strongly associate with a particular smell or scent. Frame your reflection with some supporting background information from technical, literary or artistic sources.

Based on the role that you have been assigned from the above list, and using the topic “smells that trigger memories,” work with your group or partner to brainstorm a list of sources of information a person in that role would use to find information on that topic. Be sure to consider:

- who you are
- what your message is
- who your audience is

CHAPTER 1

Starting Points: The Role of Blogs in Scholarly Conversation

BRANDON WEST

PART ONE

Author: Name, Position/Occupation, and Affiliated University/Organization

Purpose: Why did the author write this blog entry?

Point of view: How is the author biased? Does the author offer a balanced perspective?

Currency: Are the topics recent? Could the information be outdated?

References: Links or citations referring to other research, studies, or information

Comments: Responses, rebuttals, critiques, questions, or additional information from the blogging community

Names or Organizations: Individual researchers, experts, or other people mentioned

Facts or Data: Information facts for figures, linked or not linked

Blog Roll: What blogs does the blogger follow?

Related Research Ideas: Other topics mentioned in the blog/blog post

Keywords: Relevant ideas/phrases to use to search for more information

PART TWO

AUTHORITY

- What are a few features of this blog that contribute to your understanding of how reliable this blog post or blogger are?
- How would you check on the authority of the blogger?
- How would a casual reader of the blog read the reliability of the blog versus a scholarly reader?
- Who are the scholars who seem to be associated with blog's topic?

SEARCHING

- What are some key words from the blog post you can use to search for more information?
- Using the attributes of this post that you've identified, what are some strategies for finding other information?

- What are some scholarly ways of discovery that you could use to follow up on this or related topics?
- What other topics or questions would you like to answer?

CONVERSATION

- What is evidence of other participants in the conversation?
- What are some of the threads of conversation you see in the blog post you looked at? Does the conversation raise any new ideas or questions?
- Regarding this topic, is there a prevalent point of view?
- Which scholars/practitioners are interested in this topic? Which fields or disciplines are related?

CHAPTER 2

Flawed Questions: Tools for Inquiry

DR. SMITA AVASTHI

Examples of research questions:

- What impact has education had on society?
- My essay will discuss how racism affects a person financially, socially, emotionally, and psychologically.
- Is exercise necessary to maintain a healthy body?
- How has the Internet changed our lives?

Some questions that can be asked to help determine if a research question is appropriate for academic research:

- Can the question be answered yes or no?
- Can the question be answered in one sentence or a single paragraph?
- Have entire books been written to answer this question?
- Would this question be answered by compiling a set of facts or a list?
- Does the question ask for a conclusion to be drawn once the facts are known?
- Would answering this question help someone else who has an interest in this topic?

CHAPTER 2

Developing a Research Question: Topic Selection

KEVIN MICHAEL KLIPFEL

This exercise will help you develop a list of *keywords* you can use to research your topic in article databases and the library catalog:

Summarize the topic you would like to write about in 1-2 sentences:

Identify the key idea in the sentence you wrote above. You may have 1, 2, or 3, depending on your topic.

For each idea, come up with related words or phrases. Think of words and phrases that represent the same idea as the original one.

1: _____ Main idea	2: _____ Main idea	3: _____ Main idea
Keywords or search words	Keywords or search words	Keywords or search words

CHAPTER 3

Evaluating Information Sources

ROBERT FARRELL

- What are you an expert at?
- What did you have to do to acquire that expertise?
- If you meet someone who claims to be expert in the same thing you are, how do you know s/he really is? How do you evaluate her or him?
- What is the difference between what you do to evaluate something in your area of expertise and what you do when you're not an expert?

CHAPTER 3

Determining the Relevance and Reliability of Information Sources

NANCY FAWLEY

Read your assigned source and check all that apply.

Reliable:

- Is the author qualified to write about the topic? (Look at her or his credentials, experience, or organizational affiliations.)
- Does the URL reveal anything about the author or source?
- Is the author trying to sell something?
- Does the source reveal a bias?
- Is the information factual?
- Are there spelling, grammar or other typographical errors?
- Is the information current?

Relevant:

- Does the information relate to your topic or answer your question?
- Does the source meet the requirements of your assignment?
- Is the information at an appropriate level (not too elementary or advanced for your needs)?

CHAPTER 3

Non-Scholarly Formats as Research Tools

RACHEL M. MINKIN

- What kind (genre) of writing is this?

- Who's interested in this text? Which majors? Which professionals?

- If we wanted to find out more on this topic, what words (or related terms and words) should we use to search for additional information?

- Thinking about your own possible major, what questions do you have for this author or of the writing?

CHAPTER 3

Scholarly/Non-Scholarly

JO ANGELA OEHRLI & EMILY HAMSTRA

After reading your article, discuss with a partner your answers to the following questions:

1. Who wrote the article?
2. Who reads articles like these?
3. Describe the characteristics of these articles.
4. For what purpose might this article be used?

CHAPTER 4

Using Sources to Support a Claim

DANI BRECHER

THE ARTICLE

- What is the article about? (Summarize in one sentence.)
- For what purpose was it written?
- How long did it take the author to research and write the article?
- Was the article edited?
- Who published it?
- How accurate do you think the factual information in the article is?

CLAIM #1

“*Hail to the Thief* was inspired by not only the political environment of its time, but also by Thom Yorke’s interest in earlier 20th century political poets.”

- Could you use this article to support this claim? Why or why not?
- If yes, how?
- Is there any bias, tone, etc. that you might need to mention when referencing this source? How might you do so?

CLAIM #2

“Public response to Radiohead’s *Hail to the Thief* was colored by the public’s strong opinion and memory of the band’s previous albums.”

- Could you use this article to support this claim? Why or why not?
- If yes, how?
- Is there any bias, tone, etc. that you might need to mention when referencing this source? How might you do so?

CHAPTER 4

Information Life Cycle

TONI M. CARTER & TODD ALDRIDGE

WORKSHEET QUESTIONS

Answer the following questions regarding your source, using the Internet to help you answer if necessary.

1. Who is the author of your source and what are the author's credentials?
2. Who is the intended audience for your source?
3. What is the format of your source? For example, is it a newspaper article, a magazine article, a journal article, etc.
4. How quickly do you think your source can be published? One day, one week, one month, etc?

CHAPTER 5

What is a Database?

SAMANTHA GODBEY, SUE WAINSCOTT, & XAN GOODMAN

Assessment: In last 5 minutes of class, distribute Exit Survey:

- 1. Are there any questions you still have about databases?

- 2. Given our lesson today what words come to mind when you think of a database?

- 3. Before our lesson, how would you rate your comfort with using an academic database?
 Not at all Very comfortable
 1 2 3 4 5

- 4. Now, how would you rate your comfort with using an academic database?
 Not at all Very comfortable
 1 2 3 4 5

CHAPTER 5

Who Cares? Understanding the Human Production of Information

REBECCA KUGLITSCH

Briefly state your research topic:

Who would be interested in researching or studying the topic; e.g. specific groups of people and/or organizations?

From what disciplinary lenses might people approach this concept; e.g., public health policy, engineering, materials science?

What kinds of information might the U.S. government collect and provide on this topic?

What other types of information do you think are available on this topic?

How is this information disseminated?

Where would you find it?

CHAPTER 5

Approaching Problems like a Professional

MELISSA MALLON

You are a marketing manager for Whole Foods Market. You've just received word that tomatoes from one of your suppliers might be infected by salmonella. You are asked to provide the company with a report that details how this might affect the company both socially and financially. You remember that this has happened before—a few years ago, the spinach supply was also infected by salmonella. You decide to investigate what happened to the company during this time and if there were any repercussions regarding consumer relations. Work in small groups to answer the following questions.

1. What do you need to know?
2. Where can you locate the information you need?

CHAPTER 5

Databases vs. Search Engines Game

BETH MARTIN & REBECCA DALY

Name _____ Team _____ Date _____

Research topic/Thesis statement examples:

- Does birth order affect personality?
- In what ways is it important is it for college students to have academic integrity?
- How will climate change affect agricultural systems?
- Should juveniles be sentenced to life in prison?

List keyword or terms that could help focus your research topic.

1. _____
2. _____
3. _____

Find one full-text journal article about the topic. The journal article must have all of the following elements:

Professional Journal (doesn't have to be peer-reviewed)

Name of Journal: _____

Author(s): _____

Date (after 2000): _____

References/Bibliography: Yes _____ No _____

(If No, find an article that does have References.)

Would this article be appropriate for a research paper? Explain why.

CHAPTER 5

Keywording

CATE CALHOUN ORAVET

1. My Topic Proposal:

2. Circle the important keywords or key phrases and write them in the boxes below.

Keyword 1

OR

OR

OR

AND
Keyword 2

OR

OR

OR

AND
Keyword 3

OR

OR

OR

AND
Keyword 4

OR

OR

OR

3. What other words or phrases could you search?

CHAPTER 5

Framing a Topic for Library Research

MELISSA BROWNE, CAITLIN PLOVNICK, CATHY PALMER, & RICHARD CALDWELL

1. What is your research question?
2. List as many additional terms/concepts to describe your question as you can:
3. Which subject discipline(s) are likely to have an interest in this question?
4. Are there terms you identified that you think might fit especially well with the subject disciplines you listed?

CHAPTER 5

Framing a Topic for Library Research

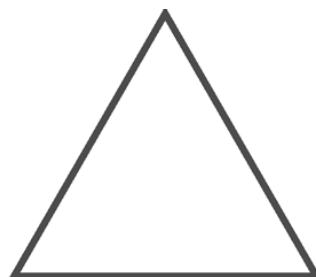
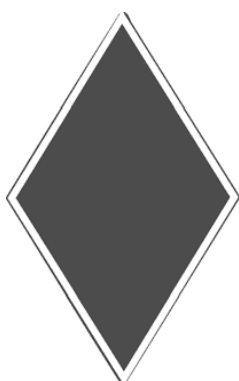
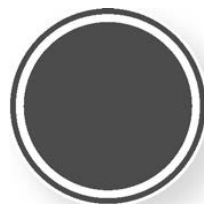
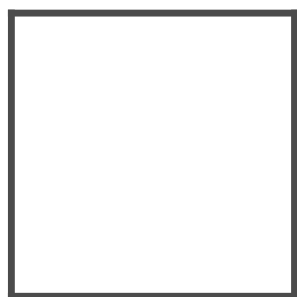
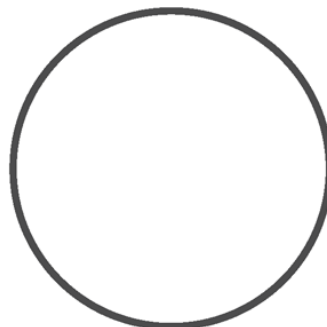
MELISSA BROWNE, CAITLIN PLOVNICK, CATHY PALMER, & RICHARD CALDWELL

1. What different types of sources did you find?
2. What audience/discipline is each source intended for?
3. What different terms does each source use for your topic? Are there any that were not in your original list?

CHAPTER 5

Systems of Organization

PETE RAMSEY & STEPHEN "MIKE" KIEL



CHAPTER 6

Gray Areas in Plagiarism Cases

DR. SMITA AVASTHI

SCENARIO 1:

A student borrows a paper from a friend and copies word-for-word several paragraphs where source material is summarized and documented. When confronted by the friend, the student says that the sections she borrowed were just about cited sources so she cannot see the problem. If you were the friend in this case, what would you do?

SCENARIO 2:

A student has written a paper, and the body of it paraphrases another source. There is very little of the student's own writing in the paper, so if s/he documents the source, nearly every paragraph will be cited. A friend points this out when asked to proofread the paper. The paper is due the next morning. What should the student do?

SCENARIO 3:

A student buys a paper off the Internet and is not "caught" by the teacher. This student goes on to work at a respectable newspaper. Years later, his stolen paper is discovered and publicized, and his reputation suffers from this disclosure. What should the editor of the newspaper do?

CHAPTER 6

The Who, What, and Why of the Creative Commons

REBECCA BLIQUEZ & JANE VAN GALEN

SOURCES OF OPEN ACCESS IMAGES

Images from sources on this page are available for use on the open web. You are free to use these images in multimedia projects, websites, blogs, portfolios, etc., that are open and available to the public. When you use these images, you do not need to restrict access to your class or academic environment.

Always read and comply with the use restrictions for specific image sources. Always cite images someone else created. Unless specifically permitted, images should not be sold or used in commercial products or for commercial purposes.

Flickr Create Commons

Flickr contains millions of photographs shared by Flickr users under Creative Commons licenses, and is a strong source for contemporary travel, nature, people, and design photographs. Several overlays to Flickr offer enhanced search functionality and additional features.

- **Flickr Creative Commons** (<http://www.flickr.com/creativecommons/>)
Flickr's Creative Commons portal. Browse by license type or choose "Advanced Search" to limit to Creative Commons content.
- **Behold** (<http://www.behold.cc/>)
- Visual search of Flickr photographs. Uses computer vision to recognize visual content, rather than relying on text tags. Limit to "free to use" or "free to modify."
- **Compfight** (<http://compfight.com/>)
- Enhanced search of Flickr content. Limit to Creative Commons.
- **FlickrStorm** (<http://www.zoo-m.com/flickr-storm/>)
- Search overlay to Flickr. Retrieves images more images by using related tags. Select "Advanced" to limit to Creative Commons content.
- **Wyllo** (<https://www.wyllo.com/>)
- Searches only Creative Commons content in Flickr. Additional tools for blogs and web sites, including resizing tool, photo credit builder, and code generator.

Open Access Clip Art

- **Open Clip Art Library** (<https://openclipart.org/>)
- Public domain contemporary graphics contributed by users.
- **Wikimedia Commons—Crystal Clear Icons** (http://commons.wikimedia.org/wiki/Crystal_Clear)
- Icon collection in the Wikimedia Commons.
- **Wikimedia Commons—Tango Icons** (http://commons.wikimedia.org/wiki/Tango_icon)
- Icon collection in the Wikimedia Commons.

Open Access Photographs & Historical Images

- **Library of Congress Prints & Photographs Online** (<http://www.loc.gov/pictures/>)
- Images from the Library of Congress, now in the public domain.

- **Wikimedia Commons** (http://commons.wikimedia.org/wiki/Main_Page)
- Historical and contemporary images contributed by participants. Millions of high-resolution images of art, architecture, design, people, historical events, diagrams, maps, and more.
- **World Images** (<http://worldimages.sjsu.edu/>)
- Primarily historical images organized into 18 categories, including women, science, cities, natural world, and more.
- **Yale University Digital Commons** (<http://discover.odai.yale.edu/ydc/>)
- Yale's digital collections, including images from the Peabody Museum, Center for British Art, University Art Gallery, Library Map Collection, and Walpole Library Prints and Drawings.

Websites with Free Images

These sites offer at least some images for free general use. These sites also contain advertising and/or offer images for sale.

Read each site's conditions for use carefully. Different images from the same site may have different use restrictions, too. Make sure you know what they are.

- **Free Stock Photos** (<http://www.freestockphotos.biz/>)
- Over 10,000 images, browsable by category. Lots of clip art and clear photographs.
- **morgueFile** (<http://www.morguefile.com/>)
- Search image tags or browse by category. MorgueFile license clearly explained. Affiliated with dreamstime stock photo.
- **stock.xchng** (<http://www.freeimages.com/>)
- Stock photography contributed by members. Owned by Getty Images & affiliated with iStockphoto.

Metasearch Sites

These sites search multiple other sites for Creative Commons-licensed images. These sites may have ads or offer fee-based services as well.

- **Google Image Search—Usage Rights** (<https://images.google.com/>)
Option to search images by content labeled for reuse under a Creative Commons license. Retrieved from a variety of sites/locations on the web. After you run your search in Images, select 'Search tools' from the Images menu bar and then the appropriate licensing option under 'Usage rights'.
- **evertstockphoto** (<http://www.everystockphoto.com/>)
Includes photos from flickr, Wikimedia Commons, morgueFile, and more, with links to original locations. Advanced search allows you to search only the sites you specify.

Adapted from the Copyright Friendly Resources for Media Projects guide, University of Washington Bothell & Cascadia Community College Campus Library: <http://libguides.uwb.edu/copyrightfriendly/>.

CHAPTER 6

Plagiarism v. Copyright Infringement

PATRICIA BRAVENDER

Plagiarism is “[t]he action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own; literary theft.”¹ Another definition is, “the act of using another person’s words or ideas without giving credit to that person.”²

Copyright is “The right to control the copying, distributing, performing, displaying, and adapting of works (including paintings, music, books, and movies.) The right belongs to the creator, or persons who buy the rights from the creator. This right is created, regulated, and limited by the federal Copyright Act.... and the U.S. Constitution.”⁴

Copyright only applies to original works that are fixed in a tangible medium of expression.⁵

Copyright Infringement is “The unauthorized making, using, selling, or distributing of something protected by a...copyright....”⁶ Copyright infringement is enforced by the courts and is a legal issue.

SCENARIO 1

Suppose you wrote a poem and posted it on your blog. Someone you do not know wrote music to accompany your poem, and posted a video of a cat lip-synching your poem set to music on YouTube where it became a huge hit.

SCENARIO 2

Suppose you wrote an apocalyptic vampire novel and are selling digital copies on SmashWords for \$3.99. It has become a surprise best seller and you are selling hundreds of copies every week. Someone purchased a digital copy from you and then began selling print copies on the Internet through their own personal website. You are still listed as the author.

SCENARIO 3

Suppose you are an amateur photographer and have a web page where you post your best photos. One day you were in the mall and see a calendar for sale that had one of your bird photos on the cover. You are absolutely positive it is the same photo that you posted.

NOTES

1. *Oxford English Dictionary*. <http://www.oed.com>, s.v. “plagiarism,” Accessed November 3, 2014.
2. *Merriam Webster Dictionary*, <http://www.merriam-webster.com>, s.v. “plagiarism,” Accessed November 3, 2014.
3. Details about these cases are widely available on the Internet.
4. Daniel Oran, *Oran’s Dictionary of the Law*, 4th ed. Clifton Park, N.Y.: Thomson Delmar Learning, 2008, 123, s.v. “copyright.”
5. 17 USC §102 (2011).
6. Oran, 267, s.v. “copyright infringement.”

CHAPTER 6

Recognizing Plagiarism

PATRICIA BRAVENDER & GAYLE SCHAUB

<p>From Lepore's 4/22/2012 <i>New Yorker</i> article:¹</p> <p>As Adam Winkler, a constitutional-law scholar at U.C.L.A., demonstrates in a remarkably nuanced new book, <i>Gunfight: The Battle Over the Right to Bear Arms in America</i>, "firearms have been regulated in the United States from the start. Laws banning the carrying of concealed weapons were passed in Kentucky and Louisiana in 1813, and other states soon followed: Indiana (1820), Tennessee and Virginia (1838), Alabama (1839), and Ohio (1859). Similar laws were passed in Texas, Florida, and Oklahoma. As the governor of Texas explained in 1893, the "mission of the concealed deadly weapon is murder. To check it is the duty of every self-respecting, law-abiding man.</p>	<p>From Zakaria's 8/20/2012 <i>Time Magazine</i> column:²</p> <p>Adam Winkler, a professor of constitutional law at UCLA, documents the actual history in <i>Gunfight: The Battle over the Right to Bear Arms in America</i>. Guns were regulated in the U.S. from the earliest years of the Republic. Laws that banned the carrying of concealed weapons were passed in Kentucky and Louisiana in 1813. Other states soon followed: Indiana in 1820, Tennessee and Virginia in 1838, Alabama in 1839 and Ohio in 1859. Similar laws were passed in Texas, Florida and Oklahoma. As the governor of Texas (Texas!) explained in 1893, the "mission of the concealed deadly weapon is murder. To check it is the duty of every self-respecting, law-abiding man."</p>
---	---

Questions to consider:

- What is the problem? Why the accusation of plagiarism?
- How could Zakaria have avoided the accusation?
- Was the penalty fair? What was the effect on his reputation?

NOTES

1. LePore, Jill. "One Nation, Under the Gun." *The New Yorker*, April 23, 2012. http://www.newyorker.com/reporting/2012/04/23/120423fa_fact_lepore?currentPage=all.
2. Zakaria, Fareed. "The Case for Gun Control: Why Limiting Easy Access to Guns is Intelligent and American." *Time*, August 20, 2012, 17.

CHAPTER 6

Louder than Words: Using Infographics to Teach the Value of Information and Authority

HAZEL MCCLURE & CHRISTOPHER TOTH

From the infographic and website where it appears, try to answer the following questions:

- What sources are cited?
- Who is the author?
- What is the purpose of the infographic?
- Who is the intended audience?
- What financial interests are in play?

Using the Internet, try to find:

- Where did this infographic originally appear?

And choose one of the following:

- Check out one of the sources cited. Does it appear legitimate? How can you tell?
- Choose one fact that is included in the infographic. Try to find a different source that confirms this fact.