

## **The Development of Campbellsville University's Information Literacy Plan**

**John R. Burch Jr., Ph.D.**  
**Montgomery Library**  
**1 University Dr.**  
**Campbellsville, KY 42718**  
[jrburch@campbellsville.edu](mailto:jrburch@campbellsville.edu)

In February 2006, Dr. Frank Cheatham (Vice-President for Academic Affairs), Dr. Beth Kemper (a faculty member in the English Department, and Dr. John Burch (Director of Library Services) attended the Council of Independent Colleges' "Transformation of the College Library Workshop" in February 2006. Over the course of the workshop, we developed an aggressive plan for incorporating Information Literacy into Campbellsville University's curriculum. The plan was as follows:

1. Introduce Information Literacy as a concept to the faculty.
  - a. The first presentation was to be made at the annual WEL workshop in May 2006.
  - b. The second presentation was to be made at the Faculty Workshop that begins the 2006 academic year.
2. Build Information Literacy components into the existing freshman composition classes.
3. Develop a one hour course on Information Literacy for that could potentially be required for all incoming freshmen.
  - a. Solicit input from Deans & Chairs during the Fall 2006 semester.
  - b. Use the input to develop a syllabus by the end of the Fall 2006 semester.
  - c. Submit course to the Curriculum Committee during the Spring 2007 semester.
4. Begin offering the course to students by the Fall 2007 semester.

The presentation at the WEL Workshop was held as scheduled in May 2006 to mixed results. Dr. Kemper and Dr. Burch had a very interesting discussion with the faculty members in attendance about Information Literacy but there seemed to be little interest expressed by the faculty members present in helping develop a course. Since the originators of the plan believed it was necessary to enlist support from additional faculty members, Dr. Burch proposed holding a faculty retreat in hopes of identifying potential partners among the faculty.

Thanks to a Faculty Enrichment in Library Resources (FELR) grant from the Appalachian College Association's Bowen Central Library of Appalachia, the library staff was able to schedule a retreat in early August 2006 to discuss how to address Information Literacy on our campus. The retreat was to be broken into two components. Dr. Burch was going to begin the morning's session with an introduction of Information Literacy as a concept. Dr. Cheatham would then discuss how Information Literacy related to accreditation and the Campbellsville University mission statement. Dr. Kemper was to conclude the session by demonstrating how Information Literacy could be used to supplement the research skills taught within specific disciplines. The main point of the morning session was to show that instituting an Information

Literacy program was not just the responsibility of the library staff, but rather the responsibility of the entire campus community. The afternoon session was to be a general discussion with all of the participants at the retreat. It was hoped that the afternoon session would identify faculty partners for integrating Information Literacy into the curriculum. Ideally, these faculty members would also help make the general presentation to the faculty that was scheduled for the opening faculty meeting of the 2006-2007 academic year.

Due to a combination of events that could not have been foreseen, the plans for the retreat nearly fell apart. The situation was such that the retreat would have been cancelled had we not already expended the grant money we had received to hold the retreat. The library staff cobbled together a morning session that ended with the group agreeing on a definition of Information Literacy, that we renamed Information Mastery, which we would use to construct the proposed class. "Information Mastery is the life-long process of integrating information literacy skill into all the relevant concerns of daily life, including interaction with the wider community, personal ethics and decision-making." We settled on Information Mastery because the faculty members in attendance felt that the term Information Literacy was insulting because it implied that many people were information illiterate.

During the afternoon session, we discussed a wide-variety of topics, including plagiarism, intellectual property, copyright, and the influence of social networking sites such as My Space and Facebook. The discussion resulted in the determination that a one-hour course was not going to be able to address all of the concerns that were raised, thus we opted to develop a three-hour course. Everyone was so energized by the discussion that we also planned the presentation to the entire faculty for the first faculty meeting. All of the participants at the retreat agreed to help make the presentation.

At the opening faculty meeting of the academic year, Information Mastery was introduced to the faculty. Dr. Burch made some introductory comments concerning the development of the plan up to that point. Ms. Sandra Riggs, the Electronic Resources Librarian, made a detailed presentation on Information Mastery. Mr. Jason Garrett, a member of the Communications faculty, provided a case-study of how he used information technologies in his classes. Dr. Cheatham discussed accreditation issues and the many ways that Information Mastery related to the university's mission statement (life-long learning) and quality enhancement plan (student engagement). The presentation concluded with a panel discussion that included the aforementioned participants, plus Dr. James Moore (faculty member from the School of Music), Dr. Mary Wilgus (Dean of Arts and Sciences), Mr. Tim Hooper (Archivist), and Ms. Chris Hines (faculty member from the School of Business and Economics).

The task of putting all of the disparate ideas that arose during both the retreat and the faculty meeting fell to Ms. Riggs, who authored much of the syllabus that was developed collaboratively through the library staff, the faculty, and members of the university's administration. The level of collaboration is evident in the resulting class, which does not look like a library course at all, with the exception of the course number. The joint ownership felt by all of the interested parties resulted in the course being put before the Curriculum Committee well-ahead of the original schedule. The course was introduced, and approved, by the Curriculum Committee at its first meeting of the Fall 2006 semester. The course was offered for the first time during the Spring 2007 semester, although it failed to enroll enough students to be taught. Campbellsville University is presently revising its core curriculum, and the Information Mastery course is a

## ***2007 ASCUE Proceedings***

candidate to be included as part of the core graduation requirements once the process is completed.

### **APPENDIX**

#### **CAMPBELLSVILLE UNIVERSITY SYLLABUS**

##### **LIS 150 Information Mastery**

###### **Course Description**

This course is designed to prepare students for life-long learning in and out of the workplace. Overviews information mastery, beginning with basic information literacy skills: access, retrieval, format identification and evaluation. Students place information usage in historical and cultural contexts. Students learn and discuss ethical and legal issues in authorship, copyright, and the virtual world.

###### **Course Goals:**

- Students will identify information needs and appropriate means of accessing information
- Students will retrieve information using a variety of technologies, data formats and search methods
- Students will apply criteria for evaluation of information
- Students will understand the role of technology as an agent of historical and cultural change
- Students will understand the changing concept of authorship, and legal implications in a digital environment
- Students will understand responsible and ethical use of digital technologies
- Students will successfully research to problem-solve and inform
- Students will present and disseminate information in various formats.

###### **Required Texts:**

None – due to the ever-changing nature of information topics, the readings will be drawn from a variety of current journal and magazine sources. Readings will be delivered to the students through the password protected course website, in compliance with typical “e-reserves” guidelines. (See recommended resources) Students who prefer “hard copies” should budget for photocopying or printing costs.

###### **Other Required Resources:**

- Access to a computer, Windows 2000 or XP (campus lab access should be sufficient)

- A Flash drive of at least 512 MB (aka USB or Key drives)
- Recommended Resources (Recommended items will be on reserve in the library):
- Selections from many of these items will be used for outside readings
- A copy of the original resource will be on Reserve
- These may also potential resources for the group projects!

Goad, Tom W. (2002) *Information Literacy and Workplace Performance*. Westport, CT: Quorum Books.

Steinberg, S.H. (1997). *Five Hundred Years of Printing* New Edition, Revised by John Trevit, New Castle, DE: Oak Knoll Press

Eisenstein, Elizabeth L. (2005). *The Printing Revolution in Early Modern Europe*. 2<sup>nd</sup> Edition. London: Cambridge University Press.

McMurtrie, Douglas C. (1943) *The Book: the Story of Printing & Bookmaking*. London: Oxford University Press.

*Chronicle of Higher Education*  
*Louisville Courier-Journal*  
Various authors – articles

Lipson, Charles. (2004) *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: University of Chicago Press.

Bielstein, Susan M. (2006) *Permissions: A Survival Guide – Blunt Talk about Art as Intellectual Property*. Chicago: University of Chicago Press.

## **MWF Course Plan – Sections, Activities and Assignments**

### **Week 1: Online Learning**

W: Instructor will go over syllabus; Discuss goals of class and why information mastery is relevant

**Assignment:** Outside Reading on Workplace Skills

F: Instructor will show students the class website; Explain the parts of an e-learning Interface; Compare interfaces

### **Week 2: Information Technology and Cultural Change**

## ***2007 ASCUE Proceedings***

M: Class discussion, “how are grandparents/parents/children different in using technology?” View media, and see how many students can identify them and how they work. (Fiche, microfilm, LPs, tapes, Flash drive, etc.) Introduce concept of technology causing cultural change.

**Assignment:** Outside readings on books and printing as technologies

W: Quiz on outside readings; Printed bibles as an agent of change – view video “Ink & Blood.”

**Assignment:** Response to “Ink & Blood”

F: Cont’d Lecture on Cultural Change

**Assignment:** Give students the timeline for Group Project #1. Each group will present a technology and describe how it has been an agent of change. Students will choose a technology and group members. Projects will be due the week *after* Midterms.

### **Week 3: Pre-Assessment: Students’ current relationship to technology**

M: Questionnaires on Technology Use for students to complete; Class discussion

**Assignment:** For one full day, keep track of all the technologies that you use. How and why did you use them? How long did you use each technology?

W: Discuss images of researchers, librarians and information-seeking in the media. Show video clips from *National Treasure*, *Lord of the Rings*, *DaVinci Code*, *Desk Set*, *Party Girl* and *Buffy the Vampire Slayer*.

**Assignment:** “Fictional People Project” instructions given out – due next class period

F: Class discussion in small groups – students will make a list of information that they will want to have this semester. (EX: answers may range from “how can I study better,” to “when are all the home baseball games”) Class discussion of information needs.

**Assignment:** Instructor will give out interviewee list and “Real People Project” instructions. As this requires setting up an interview, more time is given. The assignment is due, Monday of week 5.

### **Week 4: Academic Integrity in the Information Age**

M: Definitions of academic integrity go beyond cheating and plagiarism; Class discussion in small groups

**Assignment:** Complete outside readings on Academic Integrity cases and return written responses to individual discussion questions

W: Lecture on Plagiarism; discuss citing and show examples of summarization, paraphrasing and direct quotation.

**Assignment:** Students are given several passages from articles and must do a summarization, paraphrase and direct quote for each example.

F: Small group discussion of Academic Integrity pledges in use at other schools. Students compose and take a pledge for themselves.

### **Week 5: Traditional views of Authorship: Copyright & Intellectual Property**

M: Lecture on Definitions of Authorship, Rights of Authors; Are there copyright police? “Real People” project due today.

**Assignment:** Outside reading on “Knowledge Management” and response to individual discussion questions

W: Lecture “Corporations as Authors: Intellectual Property and Information Capital”; Patents; Clip of Frieda Giebert’s performance of William Stevens’ *Two Part Inventions on texts from the U.S. Patent Office* (1990).

F: Lecture “Authorship in Academia – the peer review process”; Music Authorship

**Assignment:** “Track Down the Source” due next class period.

### **Week 6: Community Authorship and the Wikipedia Model**

M: Lecture “What’s a Wiki”; How Wikipedia articles are created; The Wiki Community

**Assignment:** Post to the Wiki on our class page. Report on what happens to your post.

W: Lecture “The Legal Issues behind Wikipedia”; The GNU Free License

**Assignment:** This is your largest individual assignment, and counts as 10% of your grade. A Wikipedia Project instruction sheet will be provided. You will need to work on a Wikipedia page over the next few weeks, and document all your work and your interaction with the Wiki Community.

F: Early Start on Week 7, Seeking and Evaluation -- How Google gets results; How Amazon finds you a book; Broad explanation of algorithms.

### **Week 7: Information Seeking and Evaluation**

M: How does a database Work? Controlled language vs. keyword searching; Boolean searches

**Assignment:** Searching exercises. Record how the use of Boolean searching affects your result numbers.

W: What goes in a database? Taking a look at databases that don’t have articles: Classical Music Library, ARTstor, Early American Encounters, Digital Library of Appalachia

## ***2007 ASCUE Proceedings***

F: Small group class activity: describe objects for your “database.” Class discussion on your choices

### **Week 8: Evaluation Criteria**

MWF All week spent on Evaluation Criteria: Authority; Bias/Objectivity; Accuracy; Currency; Coverage

**Assignment:** Perform website assessment using hand-out as a guide. Website links will be available from class website, or use direct URLs.

### **Week 9: MIDTERM WEEK**

### **Week 10: SPRING BREAK**

### **Week 11: Group Project#1 – Presentation Week Mar 19 - Mar 23**

M: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

W: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

F: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due;

Instructor will hand out instructions for Group Presentation #2 -- Technology News Show

### **Week 12: Technological Systems and Our Roles**

M: E-Commerce (Online Purchases), Identify Theft Issues

**Assignment:** Outside readings on Identity Theft

W: Social Networking and MySpace

**Assignment:** Outside readings on MySpace

F: Accountability in Online Communities; Netiquette

**Assignment:** Participate in two online communication sessions through the class website. One must be a discussion, and one must be a chat session.

### **Week 13: Images as Information**

M: Unrealistic Images of the Human Body – View video “More Human than Human”

**Assignment:** Use ARTstor database to view old advertisements in our class folder.

Answer discussion questions on handout to assess changes in how human images are used in commerce.

W: Persuasive Images and Politics – View video “Art of Persuasion”

F: Manipulation of Images Possible in the Digital Age – Small group discussion “What are the problems that occur when it is difficult to figure out what is a ‘real’ image?”

**Assignment:** Find 3 “impossible images” on the Internet. Rate how likely you think someone is to be deceived by the image. OR Find “un-hyped” images of celebrities. Can you? How can you prove it?

**Week 14: Presentations of Group Project 2**

M: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

W: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

F: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

**Week 15: Presentations of Group Project 2, Cont’d**

M: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

W: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due

F: Group Presentation – Self Evaluations and Group Evaluations of Teamwork Due; Wikipedia Project documentation is due for all students.

**Week 16: Post-Assessment**

M: Class critiques of Group Presentations; Discussion of Wikipedia Project results

W: Retake technology Questionnaires; Class discussion on “How my relationship to technology has changed”

F: Closing comments; Student assessment of Instructor

**FINALS WEEK**

**Grading**

A = 90% and above

B = 80% to 89.99999999999999...

C = 70% to 79.99999999999999...

D = 60% to 69.99999999999999...

F = Anything below 60%

Please note, grades are not rounded up or down. The grades are determined by the following:

**TEAMWORK---** Two Team Projects

- Projects **20%** (Two projects of 10% each)

## ***2007 ASCUE Proceedings***

- Ability to work as a Team Member **5%**  
Grade includes Work Documentation, Team Evaluations and Self Evaluations

### **INDIVIDUAL WORK**

- Weekly assignments **20%**
- Online communication (keeping up with class e-mails, website, chat, netiquette, etc.) **5%**
- Wikipedia Project **10%**
- Exams
  - Midterm **20%**
  - Final **20%**

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

### **References**

- Information Literacy Competency Standards for Higher Education.* (2000) Association of College and Research Libraries.. Chicago:
- Avery, Elizabeth Fuselar, ed. *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Libraries.* (2003). Chicago: Association of College and Research Libraries.
- Behen, Linda D. (2006). *Using Pop Culture to Teach Information Literacy: Methods to Engage a New Generation.* Westport, CT: Libraries Unlimited.
- Bielstein, Susan M. (2006). *Permissions, A Survival Guide: Blunt Talk About Art as Intellectual Property.* Chicago: University of Chicago Press.
- Bonner, Kimberly, ed. et al. *The Center for Intellectual Property Handbook.*(2006) New York: Neal-Schuman Publishers.
- Breivik, Patricia Senn, and E. Gordon Gee, eds.(2006). *Higher Education in the Internet Age.* Westport: Praeger Publishers.
- Bruns, Axel, and Jacobs, Joanne. (2006) *Uses of Blogs.* New York: Peter Lang Publishing, Inc.
- Burkhardt, Joanna M., Mary C. MacDonald, and Andree J. Rathmacher. (2005). *Creating A Comprehensive Information Literacy Plan.* New York: Neal-Schuman Publishers.
- \_\_\_\_\_. (2003) *Teaching Information Literacy: 35 Practical, Standards-Based Exercises for College Students.* Chicago: American Library Association.

## 2007 ASCUE Proceedings

- Callahan, David. (2004) *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*. New York: Harcourt.
- Callison, Daniel, and Leslie Preddy. (2006) *Blue Book on Information Age Inquiry, Instruction, and Literacy*. Westport, CT: Libraries Unlimited.
- (2005). *Colleges, Code, and Copyright: The Impact of Digital Networks and Technological Controls on Copyright and the Dissemination of Information in Higher Education*. Chicago: Association of College and Research Libraries.
- Crews, Kenneth D. (2005). *Copyright Law for Librarians and Educators: Creative Strategies and Practical Solutions*. 2<sup>nd</sup> ed. Chicago: American Library Association.
- Duderstadt, James J., Daniel E. Atkins, and Douglas Van Houweling. (2002). *Higher Education in the Digital Age: Technology Issues and Strategies for American Colleges and Universities*. Westport: Praeger Publishers.
- Eisenstein, Elizabeth L. (2005). *The Printing Revolution in Early Modern Europe*. 2<sup>nd</sup> ed. London: Cambridge University Press.
- Goad, Tom (2002). *W. Information Literacy and Workplace Performance*. Westport: Quorum Books.
- Geary, Gregg S., Laura M. Snyder, and Kathleen A. Abromeit. (2004). *Music Library Instruction*. Lanham, MD: The Scarecrow Press.
- Gibson, Craig, ed. (2006) *Student Engagement and Information Literacy*. Chicago: Association of College and Research Libraries.
- Hanna, Donald E., Michelle Glowacki-Dudka, and Simone Conceicao-Runlee. (2000). *147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education*. Madison: WI: Atwood Publishing.
- Hardesty, Larry L., ed. (2007). *The Role of the Library in the First College Year*. Columbia, SC: National Resource Center for the First-Year Experience & Students in Transition, University of South Carolina.
- Hartman, Karen, and Ernest Ackermann. (2005). *Searching and Researching on the Internet & World Wide Web*. 4<sup>th</sup> ed. Wilsonville, OR: Franklin, Beedle & Associates, Inc.
- Hernon, Peter, and Robert E. Dugan, (2004) eds. *Outcomes Assessment in Higher Education: Views and Perspectives*. Westport: Libraries Unlimited.
- Hernon, Peter, Robert E. Dugan, and Candy Schwartz, (2006) eds. *Revisiting Outcomes Assessment in Higher Education*. Westport: Libraries Unlimited.
- Jeanneney, Jean-Noel. (2007) *Google and the Myth of Universal Knowledge: A View From Europe*. Chicago: University of Chicago Press.

## ***2007 ASCUE Proceedings***

- Lipinski, Tomas A. (2006). *The Complete Copyright Liability Handbook for Librarians and Educators*. New York: Neal-Schuman Publishers.
- Lipson, Charles. (2004) *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: University of Chicago Press.
- Marcum, Deanna B., and Gerald George. (2006) *Digital Library Development*. Westport: Libraries Unlimited.
- McMurtrie, Douglas C.(1943) *The Book: The Story of Printing and Bookmaking*. London: Oxford University Press.
- Middle States Commission on Higher Education. (2003). *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum*. Philadelphia: Middle States Commission on Higher Education.
- Neely, Teresa Y. (2006) *Information Literacy Assessment: Standards-Based Tools and Assignments*. Chicago: American Library Association.
- Noah, William H. (2005). *Ink & Blood - Dead Sea Scrolls to the English Bible*. Murfreesboro, TN: ACO, LLC.
- Richardson, Will. (2006) *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. New York: Sage Publications.
- Rockman, Ilene F., (2004) ed. *Integrating Information Literacy into the Higher Education Curriculum*. San Francisco: Jossey-Bass.
- Shillingsburg, Peter L. (2006) *From Gutenberg to Google: Electronic Representations of Literary Texts*. New York: Cambridge University Press.
- Stebbins, Leslie F. (2006) *Student Guide to Research in the Digital Age: How to Locate and Evaluate Information Sources*. Westport: Libraries Unlimited.
- Steinberg, S. H. (1997). *Five Hundred Years of Printing*. New ed., revised by John Trevit. New Castle, DE: Oak Knoll Press.
- Tapscott, Don, and Anthony D. Williams. (2006). *Wikinomics: How Mass Collaboration Changes Everything*. New York: Penguin Group.
- Tremayne, Mark, ed. (2006). *Bloggging, Citizenship, and the Future of Media*. New York: Taylor & Francis.
- Trinkle, Dennis A., and Scott A. Merriman. (2006). *The History Highway: A 21<sup>st</sup> Century Guide to Internet Resources*. 4<sup>th</sup> ed. Armonk, NY: M.E. Sharpe.

## ***2007 ASCUE Proceedings***

Troll, Denise A. (2002). "How and Why Libraries Are Changing." *Portal: Libraries and the Academy* 2:1: 97-121.

Wherry, Timothy Lee. (2002). *The Librarian's Guide to Intellectual Property in the Digital Age*. Chicago: American Library Association.