

4-21-2017

Online Information Literacy Module for Freshman Composition Students

Paige J. Dhyne
Grand Valley State University, dhynep@mail.gvsu.edu

Follow this and additional works at: <https://scholarworks.gvsu.edu/honorsprojects>



Part of the [Library and Information Science Commons](#)

ScholarWorks Citation

Dhyne, Paige J., "Online Information Literacy Module for Freshman Composition Students" (2017). *Honors Projects*. 651.

<https://scholarworks.gvsu.edu/honorsprojects/651>

This Open Access is brought to you for free and open access by the Undergraduate Research and Creative Practice at ScholarWorks@GVSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Online Information Literacy Module for Freshman Composition Students

Paige J. Dhyne

Grand Valley State University

21 April 2017

Author Note

This work is protected under the use of a CC-BY-NC-SA [license](#). This version of the module was initially created for an Honors Senior Project under the guidance and mentorship of GVSU

Librarian Hazel McClure.

Correspondence concerning this module should be addressed to Paige Dhyne at

dhynep@mail.gvsu.edu.



Acknowledgements

Thank you to the Grand Valley State University library staff and especially Hazel McClure, who is a gracious mentor and someone to whom I look forward to having as a life-long mentor and learning partner. Thank you as well to the Frederik Meijer Honors College and the Grand Valley State University Writing Department.

TABLE OF CONTENTS

Acknowledgements	2
Abstract	4
Information for Instructors	5
Information Literacy Glossary	6
Information Literacy Module	9
Part One: Sources and Citation.....	9
Part Two: Evaluating Sources	13
Part Three: Searching Databases.....	17
Part Four: Overall Research Process.....	19
Answer Key and Justification of Answers	22
Part One: Sources and Citation.....	22
Part Two: Evaluating Sources.....	26
Part Three: Searching Databases.....	28
Part Four: Overall Research Process	30
Appendices	31

ABSTRACT

The purpose of this Open Access Information Literacy module is to provide students with an interactive, online question-and-answer module to teach the basic fundamentals of information literacy and its uses as defined by the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*. This module's audience is a first-year/freshman writing or composition student, but research has shown there is a lack of information literacy among all levels of college education. The need for information literacy and library classroom instruction at the collegiate level has grown significantly in response to the exponential growth of information available for students when using the Internet as a research tool. Outside of direct library instruction, which is often dependent on a professor carving out class time to have students interact with librarians, students are not universally equipped with basic information literacy skills. Information literacy terms like scholarly, peer-review, journal article, database, and plagiarism that appear undefined in syllabi and rubrics leave students to define the terms and interpret their uses themselves. Students learn to use research methods through trial and error, differing citation styles, and evaluate information. Please adapt questions (denoted by asterisks) as needed to fit specific university/college standard use of practice.

Keywords: Information Literacy, Online Learning, E-learning, Module, Library Science, Research.

INFORMATION FOR INSTRUCTORS

The first iteration of this module was adapted for use through Grand Valley State University's Blackboard web program as an online course and used in the freshman writing course. Individual or grouped student users are granted access to the course via the course instructor and module moderator's approval. The question set, "Information Literacy Glossary," and "Justifications for Answers" make up the complete module. The questions, justifications, and glossary are written at a college-prep reading level to increase understanding and accessibility to the content.

Ideally, students will be given the glossary prior to taking the module. The terms in the glossary were compiled based on published research and my own work in freshman composition classrooms. Students often ask for the definition of these terms as they regularly encounter them in databases, assignments, and syllabi with little to no context sometimes. The justifications for each question's answer should be made available after completing each part of the module.

The module as written is intended to be delivered in four separate parts, however, it can be modified to fit any university's needs under the [CC License applied](#). As written, this document accommodates both digital and print delivery of the module. Computer access and use by the student while taking the module is expected, but other user functions including multiple attempts, timed test-taking, credit/no credit, verbiage, and save/continue later options are only some of the possible modifications that can be applied in a digital delivery.

GVSU specific questions, answers, and terms are denoted with asterisks (these asterisks should be deleted when the module is delivered), but any content in the module can be modified and/or adapted. For example, if you would like to adapt this module for a psychology research course, Question 4 of the "Sources and Citation" section could include reference to a psychology specific article and be revised to numerically order the parts of an APA citation.

Please feel free to add supplemental materials to be used in the module as well. Other lib guides GVSU will integrate into the module will become available at <http://libguides.gvsu.edu/> under the subject guide: Information Literacy – Basic Skills Module

If you are curious about online information literacy modules and their effectiveness or construction, please see the appendices for additional resources/references.

INFORMATION LITERACY GLOSSARY

The following are terms used throughout the module. **Bolded** terms are also defined in the glossary.

Abstract: A brief summary that appears at the beginning of the **journal/article** and outlines the main arguments and ideas in the subsequent writing. These are beneficial in identifying key terms and relevance of the writing to a specific research topic.

Advanced Search: A search category that allows the researcher to string together more specific search terms with limiters like “AND,” “OR,” “ISBN,” “Author name.” Advanced searches may also allow you to sort outside of keywords with limiters like “**peer-review**” and “**full-text**.”

Article: An article is a piece of **scholarly** writing found in a journal. As in journalism, more than one individual may contribute to an article, and most academic/scholarly articles may be found in journals or databases. Those that are **scholarly** are often **peer-reviewed**.

Catalog: A comprehensive, searchable list of what is available at library.

Citation: A component of academic writing that requires a writer to attribute where he or she found source information. There are several commonly used styles that each requires different formatting; these styles are MLA, APA, and Chicago. Each source requires an in-text marker (a footnote or parenthetical citation) and documentation on a longer reference or works cited page.

Database: A search tool that can help in finding specific **sources** through searches, keyword searches, and subject specific searches. Using database features such as limiters like **peer-review**, specific **journal** titles, **abstracts**, and in some cases subjects, a writer can also focus the scope of the search.

Document Delivery: A process by which students can request a specific **source** as either a physical or digital copy and have it delivered to their computer or library. At GVSU, this can be done on the library home page under document delivery or by clicking on the “Get it @ GVSU” button when in a database.**

Full-text: An option when searching a **database** to view or download an **article** or **abstract** as a PDF.

Information Literacy: The ability to be able to search, evaluate, **cite**, and use information in an ethical, moral, and educated way. People who are able to do so are referred to as information literate.

Journal: A journal is a collection of **peer-reviewed** and **scholarly** research that is published in issues and can be found in library **databases**.

Open Access: Information or sources that are free to use and are widely accessible to any and all readers and users with digital access. Open Access should not be confused as a Creative Commons License (meaning it can be re-distributed or revised by the user under certain terms).

Peer-review: Peer-review is a status attributed to **journals, articles, or sources** after individuals from the same academic discipline assess and review the credibility of information in a piece of writing before it is approved to be published in a **journal or database**.

Plagiarism: A type of academic fraud that occurs when a writer fails to cite or attribute the use of another person's words. This then implies the writer is claiming the ideas as if they are his/her own. Also called academic dishonesty, plagiarism can be punishable by universities, and in extreme cases, the law.**

Primary Source: A primary source is a type of **source**. It contains information directly interpreted by the original writer. An example would be a memo, letter, in-person interview, map data (like polls or the census), an autobiography, or some types of experimental research.

Scholarly: A scholarly work is a piece of scholarship that is accepted in an academic community and/or has been published digitally or in print. These sources may also be **peer-reviewed**. For example, a scholarly **source** about evolution in the biological sciences could be a book like *On the Origin of Species* by Charles Darwin, a complete **journal** volume like *Trends in Ecology & Evolution*, or a single journal **article** within a journal's volume like *Population Genetics and Demography Unite Ecology and Evolution*.

Secondary Source: A secondary source is a type of **source**. It contains information collected and interpreted by another writer from a **primary source**. An example would be a summary of a book, a review of an article, a literature review, or a **scholarly article** that summarizes a group of academic research.

Source: A piece of obtainable information that may be incorporated into a larger framework or argument. Sources come in many formats (digital, print, in-person) and have many attributes such as being **peer-reviewed**, being popular articles (news), or opinion-based.

Subject Guide: A collection of **databases** and subject specific resources often collected by a liaison librarian or subject librarian. GVSU major and discipline specific subject guides are available at <http://libguides.gvsu.edu/> **

**These term definitions may be edited to conform to your own University/Library process or policy.

References: Information Literacy Glossary

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A.

(2016, May 13). *General format*. Retrieved from

<http://owl.english.purdue.edu/owl/resource/560/01/>

Driscoll, D. L., & Brizee, A. (2013, Jan. 7). *Evaluating Bibliographic Citations*. Retrieved from

<https://owl.english.purdue.edu/owl/resource/553/02/>

Modern Language Association of America. (2016). *MLA handbook* (8th ed.). New York, NY:

Modern Language Association of America.

Primary Sources Primer. (2017, Feb. 11). Retrieved Feb. 15, 2017 from the

University of Michigan Library Research Guides:

<http://guides.lib.umich.edu/c.php?g=283283&p=1886885>

Schaub, G., Cadena, C., Bravender, P., & Kierkus, C. (2017). The language of information literacy: Do students understand? *College & Research Libraries*, 78(3), 283-296.

doi: 10.5860/crl.78.3.283

INFORMATION LITERACY MODULE

Research practices and source evaluation will be critical to all aspects of your undergraduate education. This module will provide you with the vocabulary and applicable skills necessary to navigate various information environments. After completion of the four module components, you will know how to navigate databases, identify scholarly sources, and cite them appropriately to avoid plagiarism. If you need help from a librarian at any time, please visit gvsu.edu/library and click the “Ask a Question” button in the upper-right corner, call the library, or inquire in person.

PART ONE: SOURCES AND CITATION

****Directions:** Please complete the following module on information literacy. If you need help from a librarian, please visit gvsu.edu/library and click the “Ask a Question” button in the upper-right corner, call the library, or inquire in person.

1. Match the term with its glossary definition.

- a. Article
- b. Journal
- c. Information Literacy
- d. Plagiarism
- e. Secondary Source
- f. Primary Source
- g. Scholarly
- h. Citation

____. A component of academic writing that requires a writer to attribute where he or she found source information. There are several commonly used styles that each requires different formatting; these styles are MLA, APA, and Chicago. Each source requires an in-text marker (a footnote or parenthetical citation) and documentation on a longer reference or works cited page.

____. A piece of scholarly writing found in a journal. As in journalism, more than one individual may contribute to an article, and most academic/scholarly articles may be found in journals or databases. Those that are scholarly are often peer-reviewed.

____. The ability to be able to search, evaluate, cite, and use information in an ethical, moral, and educated way.

____. A type of source. It contains information directly interpreted by the original writer. An example would be a memo, letter, in-person interview, map data (like polls or the census), an autobiography, or some types of experimental research.

- ____. A type of academic fraud that occurs when a writer fails to cite or attribute the use of another person's words. This then implies the writer is claiming the ideas as if they are his/her own. Also called academic dishonesty, this can be punishable by universities, and in extreme cases, the law.
- ____. A type of source. It contains information collected and interpreted by another writer from a primary source. An example would be a summary of a book, a review of an article, a literature review, or a scholarly article that summarizes a group of academic research.
- ____. A collection of peer-reviewed and scholarly research that is published in issues and can be found in library databases.
- ____. A piece of scholarship that is accepted in an academic community and/or has been published digitally or in print. These sources may also be peer-reviewed. For example, a scholarly source about evolution in the biological sciences could be a book like *On the Origin of Species* by Charles Darwin, a complete journal volume like *Trends in Ecology & Evolution*, or a single journal article within a journal's volume like *Population Genetics and Demography Unite Ecology and Evolution*.

2. Which of the following would most likely be a type of scholarly source?
(Select all that apply.)

- a. Journal
- b. Email
- c. Interview
- d. Article
- e. Blog
- f. Tweet
- g. Abstract

3. Which of the following sources involving Shakespeare's *Romeo and Juliet* would be considered primary sources? (Select all that apply.)

- a. The original *Romeo and Juliet* play manuscript written by Shakespeare
- b. A foreword to an anthology of Shakespeare's work.
- c. A 2005 book review of *Romeo and Juliet*
- d. A biography of Shakespeare's writing process behind *Romeo and Juliet*

4. Which of the following sources involving Shakespeare's *Romeo and Juliet* would be considered secondary sources? (Select all that apply.)

- e. The original *Romeo and Juliet* play manuscript written by Shakespeare
- f. A foreword to an anthology of Shakespeare's work.
- g. A 2005 book review of *Romeo and Juliet*
- h. A biography of Shakespeare's writing process behind *Romeo and Juliet*

5. In an MLA 8th citation, which order would the following eight pieces of information go for the journal article titled: "Talking in the Middle: Why Writers Need Writing Tutors"? Please number them 1-8 and note that the punctuation has been done for you.

- _____. *College English*,
- _____. "Talking in the middle: Why writers need writing tutors."
- _____. Accessed March 11, 2017.
- _____. vol. 57, no. 1,
- _____. 1995,
- _____. pp. 27-42.
- _____. Harris, Muriel.
- _____. <http://seaver-faculty.pepperdine.edu/tflynn/ENG395/Talking%20in%20the%20middle-why%20writers%20need%20writing%20tutors.pdf>.

6. Which MLA 8th edition citation is the database accessed version for the article, "Photonic crystals cause active colour change in chameleons" by Tessier et al.?

- a. Tessier, Jérémie, Suzanne V. Saenko, Dirk van der Marel, and Michel C. Milinkovitch. "Photonic crystals cause active colour change in chameleons." *Nature Communications*, vol. 6, no. 6368, 10 March 2015, pp. 1-7. <http://www.nature.com/articles/ncomms7368>. Accessed 26 Feb. 2017.
- b. Tessier, Jérémie, Suzanne V. Saenko, Dirk van der Marel, and Michel C. Milinkovitch. "Photonic crystals cause active colour change in chameleons." *Nature Communications*, vol. 6, no. 6368, 10 March 2015, pp. 1-7. *ProQuest*, doi: 10.1038/ncomms7368.

7. Please number the citations 1-4 in the order that they would appear on a works cited page.

- _____. Solomon, David, Mikael Laakso, and Bjork Bo-Christer, B. (2013). "A longitudinal comparison of citation rates and growth among open access journals." *Journal of Informetrics*, vol. 7, no. 3, 2013, pp. 642-650. Elsevier, doi:10.1016/j.joi.2013.03.008. Accessed 15 Jan. 2016.
- _____. Association of College and Research Libraries. "Framework for Information Literacy for Higher Education." *American Library Association*, 5 Feb. 2015, <http://www.ala.org/acrl/standards/ilframework>.
- _____. Bravender, Patricia, Hazel McClure, and Gayle Schaub. *Teaching information literacy: Threshold concepts, lesson plans for librarians*. Association of College and Research Libraries, 2015.
- _____. Strittmatter, Connie, and Virginia Bratton. "Plagiarism awareness among students: Assessing integration of ethics theory into library instruction." *College & Research Libraries News*, vol. 75, no. 5, 2014, pp. 736-752. <http://crl.acrl.org.ezproxy.gvsu.edu/content/75/5/736>. Accessed 21 Jan. 2016.

8. When using MLA citations created by databases like ProQuest and JSTOR, what should you always do?

- a. Be sure to clear font formatting so it matches the rest of the paper after copy and pasting.
- b. Check the citation against the information listed in the publication and against a citation guide.
- c. Make sure the authors' names are in alphabetical order in the publication's citation.
- d. Be sure to include the URL and access date.

9. Why is it important to properly cite when writing a paper?

- a. It is ethical
- b. It gives your paper a sense of ethos and logos
- c. When properly done, you can avoid plagiarism
- d. All of the above

PART TWO: EVALUATING SOURCES

****Directions:** Please complete the following module on information literacy. If you need help from a librarian, please visit gvsu.edu/library and click the “Ask a Question” button in the upper-right corner, call the library, or inquire in person.

1. Match the term with its glossary definition.

- a. Peer-review
- b. Open Access
- c. Catalog
- d. Article
- e. Abstract

____. A piece of scholarly writing found in a journal. As in journalism, more than one individual may contribute to an article, and most academic/scholarly articles may be found in journals or databases. Those that are scholarly are often peer-reviewed.

____. A status attributed to journals, articles, or sources after individuals from the same academic discipline assess and review the credibility of information in a piece of writing before it is approved to be published in a journal or database.

____. Information or sources that are free to use and are widely accessible to any and all readers and users with digital access. This should not be confused as a Creative Commons License (which means the work it can be re-distributed or revised by the user under certain terms).

____. A brief summary that appears at the beginning of the journal/article and outlines the main arguments and ideas in the subsequent writing. These are beneficial in identifying key terms and relevance of the writing to a specific research topic.

____. A comprehensive searchable list of what is available at library.

2. When writing an argumentative paper on a topic of your choice, how should you first approach research?

- a. Write a thesis stating your own position and then only find supporting articles.
- b. Research all points of view on the topic and then choose your position based on the side with the most resources available.
- c. Research primary and secondary sources with an open mind and then write a thesis to support the position you will argue.
- d. Evaluate sources from across the web, including databases, and then equally argue both sides in the paper.

3. Why must you use caution when using any type of source?
- a. Some journals are not peer-reviewed.
 - b. Not all websites that use the term “journal” in their title are academically based.
 - c. Some content may be sponsored on a website or are not written by a subject matter expert.
 - d. All of the above.
4. True or False: When researching and writing, it is best to use sources for more than one author or book on a subject.

_____.

5. Using an image from the first page of this source, is the following source a popular news article or a journal article?

Thepennypressjournal.com

Subscribe Now | Log in

The Penny Press Journal

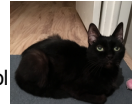
Home **Opinion** U.S. World News Opinion Art

Suggested Articles to Read

and utilities, memberships can other financial deral loans and ivate loans can



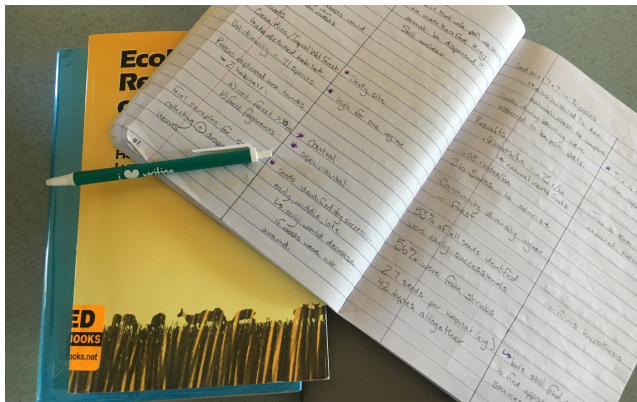
Autumn Expenses & Back to School



Cat Saves Lives

Catastrophic Student Loan Debt Mistakes

Don't blackout when federal and private loans have you seeing red.



Tuition can add up to a lot of student loan debt, but buying books used or from other students can be a cost-effective way to save on expenses.

By **PAIGE DHYNE*** in **OP-ED**

Comments

In an age where student debt is increasing with each graduating class, it is ridiculous the amount of money that an undergraduate education costs, as it can be upwards of \$10,000 per semester, and that's just for tuition. Living expenses like rent, groceries, gas, and utilities, functional expenses like entertainment and club/gym memberships can all be hard to balance. It's unaffordable when there is no other financial aid available to students. In this case, students turn to federal loans and then private loans when federal loans are exhausted. Private loans can accrue large amounts of interest—and depending on the loan type—can even accrue this interest as soon as it is paid out to the student for use.

*(Paige Dhyne is not an approved or official financial advisor)

- a. Popular news article
- b. Journal article

6. Using an image from the first page of this source, is the following source a popular news article or a journal article?

Economics of Education Review 43 (2014) 66–78



Contents lists available at ScienceDirect

Economics of Education Review

journal homepage: www.elsevier.com/locate/econedurev



Money for nothing: Estimating the impact of student aid on participation in higher education



Lorraine Dearden^{a,b}, Emla Fitzsimons^{b,a}, Gill Wyness^{b,c,*}

^a Institute for Fiscal Studies, 7 Ridgmount Street, London WC1E 7AE, United Kingdom

^b Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, United Kingdom

^c Centre for Economic Performance, London School of Economics and Political Science, Houghton Street, London WC2A 2AE, United Kingdom

ARTICLE INFO

Article history:

Received 16 September 2013

Received in revised form 15 September 2014

Accepted 22 September 2014

Available online 2 October 2014

JEL classification:

I21

I22

I28

Keywords:

Higher education participation
Higher education funding policies
Maintenance grants
Difference in differences

ABSTRACT

Understanding how higher education (HE) finance policy can affect HE decisions is important for understanding how governments can promote human capital accumulation. Yet there is a severe lack of evidence on the effectiveness of student aid in encouraging HE participation outside of the US, and none at all for the UK. This paper exploits a reform that took place in the UK in 2004, when maintenance grants were introduced for students from low income families, having been abolished since 1999. This reform occurred in isolation of any other policy changes, and did not affect students from relatively better off families, making them a potential control group. We use a difference-in-difference framework to estimate the effect of the reform on HE undergraduate participation. We find a positive impact of maintenance grants, with a £1000 increase in grants leading to a 3.95 percentage point increase in participation.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

1. Introduction

Student aid is widely used as a tool to promote higher education participation among individuals from disadvantaged groups. Empirical evidence suggests such policies can be effective, with studies from the US (Dynarski, 2000, 2003; McPherson & Schapiro, 1991) finding increases in participation in Higher Education (HE) of 3–5 percentage points per \$1000 spending on student grant aid.¹ However, there is a severe lack of evidence on the effectiveness of student aid

outside of the US, and none at all for the UK. This is largely due to the challenging nature of causal inference in such empirical work. Two particular challenges are present. First, student aid is generally awarded to those from low-income backgrounds, rendering aid eligibility correlated with many other observable and unobservable factors that also affect an individuals' HE participation. Second, it is often the case that policy reforms affecting HE finance are implemented in packages, affecting the three main elements of HE finance (grants, fees and loans) simultaneously. This is particularly true in the UK context where the major reforms to date have included a complex mixture of changes to HE finance, making it very difficult to isolate the causal effects of grants on HE participation.

We overcome these challenges in this paper by exploiting a policy reform in the UK which affected students undertaking undergraduate degree courses in

* Corresponding author at: Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, United Kingdom. Tel.: +44 (0) 20 7612 6000.

E-mail addresses: ldearden@ifs.org.uk (L. Dearden), g.wyness@ioe.ac.uk (G. Wyness).

¹ Throughout we use the terms aid and grants interchangeably.

<http://dx.doi.org/10.1016/j.econedurev.2014.09.005>

0272-7757/© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Dearden, Lorraine, Emla Fitzsimons, and Gill Wyness. "Money for nothing: Estimating the impact of student aid on participation in higher education." *Economics of Education Review*, vol. 43, 2014, pp. 66-78. Elsevier, doi: 10.1016/j.econedurev.2014.09.005

- Popular news article
- Journal article

PART THREE: SEARCHING DATABASES

****Directions:** Please complete the following module on information literacy. If you need help from a librarian, please visit gvsu.edu/library and click the “Ask a Question” button in the upper-right corner, call the library, or inquire in person.

1. Match the term with its glossary definition.

- a. Subject Guide
- b. Database
- c. Document Delivery
- d. Full-text
- e. Advanced Search

____. A search category that allows the researcher to string together more specific search terms with limiters like “AND,” “OR,” “ISBN,” “Author name.” Advanced searches may also allow you to sort outside of keywords with limiters like “peer-review” and “full-text.”

____. A collection of databases and subject specific resources often collected by a liaison librarian or subject librarian.

____. An option when searching a database to view or download an article or abstract as a PDF.

____. A search tool that can help in finding specific sources through searches, keyword searches, and subject specific searches. Using database features such as limiters like peer-review, specific journal titles, abstracts, and in some cases subjects, a writer can also focus the scope of the search.

____. A process by which students can request a specific source as either a physical or digital copy and have it delivered to their computer or library.

2. ****Following the [GVSU library provided summaries](#) for each database, investigate the following databases and then select the best-fit database to find photographs, paintings, and original artwork.**

- a. JSTOR
- b. Art Abstracts and Retrospective
- c. ARTstor
- d. Periodicals Archives Online

3. **If you were to conduct research on Native American religious practices, which of the [GVSU subject guides](#) could you use to find relevant databases? (Select all that apply.)
- Anthropology
 - History
 - Religious Studies
 - Sociology
 - Archaeology
4. Advanced searches can be helpful when:
- You are looking for a specific author and title in a database.
 - You do not have a specific direction in which you want to go in your search.
 - You want to use limiters to find scholarly or peer-reviewed sources.
 - Both A and C
5. You are searching through Academic Search Premier, a database that offers a mix of peer-reviewed journal content and articles/abstracts. You found an article that discusses several sources that may be helpful in your paper. What part of the research process are you experiencing?
- Peer-review
 - Discovery
 - Access
 - Citation
6. **In order to access the articles that are cited in the article, which of these tools will be helpful? (Select all that apply.)
- The library search bar.
 - The journal's link in the library catalog.
 - Clicking the "Get it @ GVSU" button within Academic Search Premier.
 - All of the above.
7. **Now that you have found out about an article you want to maybe read through Academic Search Premier, you also unfortunately notice you do not have proper permissions to access it directly from the database. What can you do to access the source?
- Search for the journal article on Google Scholar
 - Use the "Get it @ GVSU" button to search the library's catalog.
 - Use the document delivery service to obtain a digital copy or a copy via interlibrary loan.
 - All of the above
8. True or False: It is best to use Document Delivery when a source is not directly available through the library catalog.
- _____.

PART FOUR: OVERALL RESEARCH PROCESS

Directions: Please complete the following module on information literacy. If you need help from a librarian, please visit gvsu.edu/library and click the “Ask a Question” button in the upper-right corner, call the library, or inquire in person.

1. Match the term with its glossary definition.

- a. Abstract
- b. Journal
- c. Article
- d. Catalog
- e. Database
- f. Document Delivery
- g. Peer-review
- h. Primary Source
- i. Secondary Source
- j. Subject Guide
- k. Plagiarism
- l. Citation

____. A type of source. It contains information collected and interpreted by another writer from a primary source. An example would be a summary of a book, a review of an article, a literature review, or a scholarly article that summarizes a group of academic research.

____. A type of academic fraud that occurs when a writer fails to cite or attribute the use of another person’s words. This then implies the writer is claiming the ideas as if they are his/her own. Also called academic dishonesty, this can be punishable by universities, and in extreme cases, the law.**

____. A piece of scholarly writing found in a journal. As in journalism, more than one individual may contribute to an article, and most academic/scholarly articles may be found in journals or databases. Those that are scholarly are often peer-reviewed.

____. A brief summary that appears at the beginning of the journal/article and outlines the main arguments and ideas in the subsequent writing. These are beneficial in identifying key terms and relevance of the writing to a specific research topic.

____. A process by which students can request a specific source as either a physical or digital copy and have it delivered to their computer or library.

- ____. A component of academic writing that requires a writer to attribute where he or she found source information. There are several commonly used styles that each requires different formatting; these styles are MLA, APA, and Chicago. Each source requires an in-text marker (a footnote or parenthetical citation) and documentation on a longer reference or works cited page.

- ____. A status attributed to journals, articles, or sources after individuals from the same academic discipline assess and review the credibility of information in a piece of writing before it is approved to be published in a journal or database.

- ____. A type of source. It contains information directly interpreted by the original writer. An example would be a memo, letter, in-person interview, map data (like polls or the census), an autobiography, or some types of experimental research.

- ____. A comprehensive searchable list of what is available at library.

- ____. A collection of databases and subject specific resources often collected by a liaison librarian or subject librarian.

- ____. A collection of peer-reviewed and scholarly research that is published in issues and can be found in library databases.

- ____. A search tool that can help in finding specific sources through searches, keyword searches, and subject specific searches. Using database features such as limiters like peer-review, specific journal titles, abstracts, and in some cases subjects, a writer can also focus the scope of the search.

2. Using the following word bank, please fill in the blanks below as if you were starting from the beginning of your research process.

Word bank:

catalog database primary abstract citation secondary
 journal/article peer-review plagiarism document delivery
 subject guide

To find a _____, you can use the library _____
 or a specific research tool called a _____, which may be found through
 a _____. If the journal must be scholarly, a way to narrow your
 search is to search by using the limiter _____. Once you find the
 journal, identify if it is a _____ or _____ source. If
 you cannot download or access it, look to see if it is available through your library's
 _____ service. If it has a/an _____, read the
 short description to evaluate if the journal is a good fit. If a good fit, be sure to use the proper
 _____ style to avoid _____!

ANSWER KEY AND JUSTIFICATION OF ANSWERS**PART ONE: SOURCES AND CITATION**

1. Match the term with its glossary definition. In order of definitions listed:

H
A
C
F
D
E
B
G

Justification: These are the definitions for the terms as found in the glossary.

**2. Which of the following would most likely be a type of scholarly source?
(Select all that apply.)**

A
C
D

Justification: While emails, blog posts, and tweets may be written by subject matter experts, they are often not peer-reviewed. Abstracts may be components of academic writing, but do not give as full of a discussion of the issues or arguments presented in a journal article.

3. Which of the following sources involving Shakespeare's *Romeo and Juliet* would be considered primary sources? (Select all that apply.)

A

Justification: Primary sources contain content directly written or interpreted from the original creator/writer. The original play script written by Shakespeare would be considered a primary source.

4. Which of the following sources involving Shakespeare's *Romeo and Juliet* would be considered secondary sources? (Select all that apply.)

- B
- C
- D

Justification: Secondary sources collect information from primary sources and then are interpreted by a secondary writer. Though an anthology contains the original play, the foreword written by the anthology's editor would be separate from the primary literature (the plays). A book review written by a critic would interpret the play script within the context of another book or anthology, and lastly, an autobiography would be considered a primary source, but another person writes a biography about another person.

5. In an MLA 8th citation, which order would the following eight pieces of information go for the journal article titled: "Talking in the Middle: Why Writers Need Writing Tutors"? Please number them 1-8 and note that the punctuation has been done for you.

- 3
- 2
- 8
- 4
- 5
- 6
- 1
- 7

Justification: MLA 8th edition format is as follows:

Author(s). "Article title." *Journal Title*, vol. #, issue #, year published, pages.
URL (if applicable.) Accessed Month day, year.

Harris, Muriel. "Talking in the middle: Why writers need writing tutors."
College English, vol. 57, no. 1, 1995, pp. 27-42. <http://seaver-faculty.pepperdine.edu/tflynn/ENG395/Talking%20in%20the%20middle-why%20writers%20need%20writing%20tutors.pdf>. Accessed March 11, 2017.

6. Which MLA 8th edition citation is the database accessed version for the article, “Photonic crystals cause active colour change in chameleons” by Tessier et al.?

B

Justification: When citing a journal or article from you retrieved from a database, it is helpful to include the database in order for others to discover if they have access to the source. MLA 8th edition format is as follows:

Author(s). “Article title.” *Journal Title*, vol. #, issue #, year published, pages.
Database Title, DOI or Stable URL.

Tessier, Jérémie, Suzanne V. Saenko, Dirk van der Marel, and Michel C. Milinkovitch. “Photonic crystals cause active colour change in chameleons.” *Nature Communications*, vol. 6, no. 6368, 10 March 2015, pp. 1-7. *ProQuest*, doi: 10.1038/ncomms7368.

7. Please number the citations 1-4 in the order that they would appear on a works cited page.

3
1
2
4

Justification: MLA citation style requires that entries on the works cited page appear in alphabetical order by the first word listed in the citation, usually the author’s last name. If no author is provided in the citation, the name of the organization is used as the author, and if no organization is cited, the title of the source is used.

8. When using MLA citations created by databases like ProQuest and JSTOR, what should you always do?

B

Justification: While you can copy and paste these citations and change them to match the rest of your paper, using a citation guide like the Purdue OWL and the information listed in the article is the only way to double-check these convenient citations are correct. Listing the sources in alphabetical order is only required on the works cited page. Including a URL and access date is dependent on the source type.

9. Why is it important to properly cite when writing a paper?

D

Justification: Sources are meant to strengthen your argument, not become the argument in your paper. Using proper citation signals to your reader that you are information literate and removes skepticism of plagiarism.

PART TWO: EVALUATING SOURCES**1. Match the term with its glossary definition.**

D
A
B
E
C

Justification: These are the definitions for the terms as found in the glossary.

2. When writing an argumentative paper on a topic of your choice, how should you first approach research?

C

Justification: It is okay to have an idea of what position you would like to argue before researching, however, it is critical to keep an open mind in order to avoid bias in choosing sources or forcing sources into your argument for the sake of meeting a requirement.

3. Why must you use caution when using any type of source?

D

Justification: Not all sources are created equally. Some websites or subject matter experts are paid to advertise their content on websites. Some sources use the term “journal” in their titles to sound more academic. Using other sources is okay, but a majority of your research should be scholarly, and this is where you must practice caution.

4. True or False: When researching and writing, it is best to use sources for more than one author or book on a subject.

TRUE.

Justification: Using sources from one author or one book with multiple chapters can bias your argument. If you use a wide range of sources, the quality of your argument will improve and reader skepticism concerning bias will decrease.

5. Using an image from the first page of this source, is the following source a popular news article or a journal article?

A

Justification: This article is not only a popular news article, but it is fake and created specifically for this module. Use caution when evaluating sources; just because this article is called the “Penny Press Journal” does not mean it is a journal. Some more identifying factors can be the mention of the “comments” section on the document, the over exaggerated, non-academic language (“catastrophic,”) and the lack of citations in the first few sentences in regard to data and dollar amounts.

6. Using an image from the first page of this source, is the following source a popular news article or a journal article?

B

Justification: This article is a real, open access journal article. While other popular news articles can look like journal articles, we can identify this article as authentic because the authors are identified as subject matter experts, the article has revision/review dates listed, we can identify the journal name easily, and there are citations to other works in the first few lines, let alone paragraphs.

PART THREE: SEARCHING DATABASES**1. Match the term with its glossary definition. (In order of definitions listed)**

E
A
D
B
C

Justification: These are the definitions for the terms as found in the glossary.

2. **Following the [GVSU library provided summaries](#) for each database, investigate the following databases and then select the best-fit database to find photographs, paintings, and original artwork.

C

Justification: You can find art through all of these databases, but ARTstor is the best-choice answer. ARTstor allows you to use greater limiters to search artwork by art type, date, and creator.

3. **If you were to conduct research on Native American religious practices, which of the [GVSU subject guides](#) could you use to find relevant databases? (Select all that apply.)

All of the answers are applicable.

Justification: When researching a subject, it is easy to think that it belongs to one subject category. Use critical thinking when it comes to where you can find your sources, because limiting your sources to one subject is just as unfavorable as limiting your source to one author or book.

4. Advanced searches can be helpful when:

D

Justification: Advanced searches narrow down search results, and can be very helpful later in the research process when you are trying to find articles on specific topics or after defining a keyword list to use. You would not want to use an advanced search until you have a direction in your research.

5. You are searching through Academic Search Premier, a database that offers a mix of peer-reviewed journal content and articles/abstracts. You found an article that discusses several sources that may be helpful in your paper. What part of the research process are you experiencing?

B

Justification: Discovery is the portion of the research process where you use databases and search terms/keywords to find information. You are discovering how to best tailor your search. Access is determining the availability of sources. Peer-review is a limiter you could use in discovery. Citation is citing the actual work for use in your paper.

6. In order to access the articles that are cited in the article, which of these tools will be helpful? (Select all that apply.)

D

Justification: All of these tools will allow you to determine access, but using a combination of these tools will be best in order to find the source.

7. Now that you have found out about an article you want to maybe read through Academic Search Premier, you also unfortunately notice you do not have proper permissions to access it directly from the database. What can you do to access the source?

D

Justification: Just like when you are trying to determine access, you can use all of these tools to try and find the specific article elsewhere. Academic Search Premier may not be the only database that has the article, and your library may own it as a physical or digital copy that can be distributed to you as well. A second search of a journal article title is worthwhile to determine access.

8. True or False: It is best to use document delivery when a source is not directly available through the library catalog.

TRUE.

Justification: Using document delivery, librarians may often be able to secure a source for you by using interlibrary loan, in which library staff retrieves the source from another library in the state or country.

PART FOUR: OVERALL RESEARCH PROCESS**1. Match the term with its glossary definition.**

I
K
C
A
F
L
G
H
D
J
B
E

Justification: These are the definitions for the terms as found in the glossary.

2. Using the following word bank, please fill in the blanks below as if you were starting from the beginning of your research process.

Word bank:

catalog database primary abstract citation secondary
 journal/article peer-review plagiarism document delivery
 subject guide

To find a journal/article, you can use the library catalog or a specific research tool called a database, which may be found through a subject guide. If the journal must be scholarly, a way to narrow your search is to search by using the limiter peer-review. Once you find the journal, identify if it is a primary/secondary or primary/secondary source. If you cannot download or access the source, look to see if it is available through your library's document delivery service. If it has a/an abstract, read the short description to evaluate if the journal is a good fit. If a good fit, be sure to use the proper citation style to avoid plagiarism!

Justification: This question culminates your research process. Review the terms you may have missed in the glossary.

APPENDIX A

The fake, popular news article from Question 6 of “Evaluating Sources” was constructed in Microsoft word and inserted as an image in this module, but could also be inserted via screenshot. A PDF version of this document will be available in the Information Literacy lib guide at: <http://libguides.gvsu.edu/>

Thepennyjournal.com

Subscribe Now | Log in

The Penny Press Journal

Home **Opinion** **U.S.** **World News** **Opinion** **Art**

Suggested Articles to Read

and utilities, memberships can New Cancer Treatment Revealed
 other financial deral loans and
 ivate loans can



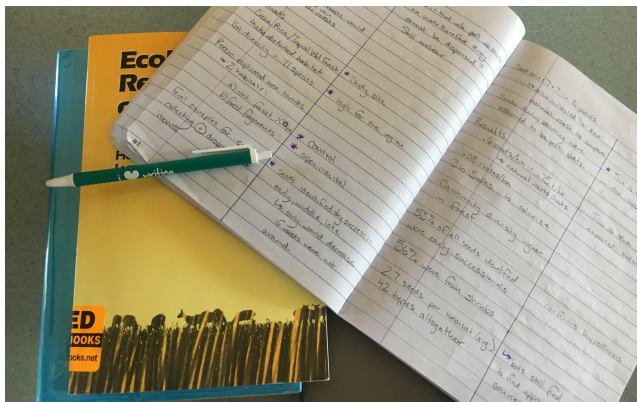
Autumn Expenses & Back to School



Cat Saves Lives

Catastrophic Student Loan Debt Mistakes

Don't blackout when federal and private loans have you seeing red.



Tuition can add up to a lot of student loan debt, but buying books used or from other students can be a cost-effective way to save on expenses.

By **PAIGE DHYNE*** in **OP-ED**

Comments

In an age where student debt is increasing with each graduating class, it is ridiculous the amount of money that an undergraduate education costs, as it can be upwards of \$10,000 per semester, and that’s just for tuition. Living expenses like rent, groceries, gas, and utilities, functional expenses like entertainment and club/gym memberships can all be hard to balance. It’s unaffordable when there is no other financial aid available to students. In this case, students turn to federal loans and then private loans when federal loans are exhausted. Private loans can accrue large amounts of interest—and depending on the loan type—can even accrue this interest as soon as it is paid out to the student for use.

*(Paige Dhyne is not an approved or official financial advisor)

APPENDIX B

The journal article in Question 7 of “Evaluating Sources” was obtained from *Elsevier* and used under the terms of its [CC license](#). It was inserted as an image in this module, but could also be inserted via screenshot. A citation and license must accompany its use in your module. A PDF version of this article is available through *Elsevier*.

The full MLA 8th edition citation:

Dearden, Lorraine, Emla Fitzsimons, and Gill Wyness. “Money for nothing: Estimating the impact of student aid on participation in higher education.” *Economics of Education Review*, vol. 43, 2014, pp. 66-78. *Elsevier*. doi: 10.1016/j.econedurev.2014.09.005

APPENDIX C

Please refer to the following resources for more information about information literacy modules and their online applications by universities.

1. Association of College and Research Libraries. (2015). Framework for information literacy for higher education. In *Guidelines, Standards, and Frameworks*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>.
2. Dewald, N. H. (1999). Transporting good library instruction practices into the web environment: An analysis of online tutorials. *The Journal of Academic Librarianship*, 25(1), 26-32. doi: 10.1016/S0099-1333(99)80172-4.
3. Figa, E., Bone, T., & Macpherson, J. R. (2009). Faculty-Librarian collaboration for library services in the online classroom: Student evaluation results and recommended practices for implementation. *Journal of Library & Information Services in Distance Learning*, 3(2), 67-102. doi: 10.1080/15332900902979119.
4. Johnston, N. (2010). Is an online learning module an effective way to develop information literacy skills? *Australian Academic and Research Libraries*, 41(3), 207-218.
5. Schaub, G., Cadena, C., Bravender, P., & Kierkus, C. (2017). The language of information literacy: Do students understand? *College & Research Libraries*, 78(3), 283-296. doi: 10.5860/crl.78.3.283.
6. Schmersahl, C. B. (1987). Teaching library research: Process, not product. *Journal of Teaching Writing*, 6(2), 231-238. Retrieved from <https://eric.ed.gov/?q=teaching+library+research+process+not+product&id=EJ371929>
7. Silver, S. L., & Nickel, L. T. (2007). Are online tutorials effective? A comparison of online and classroom library instruction methods. *Research Strategies*, 20, 389-396. doi: 10.1016/j.resstr.12.012.