

Environmental Analysis Information Literacy Rubric and Core-Integrated Library Instruction Plan – Sean Stone & Char Booth, July 2011

Research Performance Area	General (EA10)	Social Sciences & Humanities (EA 20)	Sciences (EA 30)	Interdisciplinary (Thesis)
Location/Scope of Information <ul style="list-style-type: none"> Has the student independently identified the extent of information needed for a project? Has the student included multiple sources of information and /or provided evidence of having employed a search strategy? Does the student grasp the diversity of and major sources of EA literature? 	<p>Student is capable of developing a bibliography using more than web-based or popular media sources. They are able to conduct basic and general search strategies.</p>	<p>Student is capable of developing a bibliography that is basic but begins to show an understanding of coherent search strategies and an understanding of how to utilize social science and humanities resources for EA research.</p>	<p>Student can develop a bibliography with several sources of information and is beginning to use science sources and strategies that require a deeper understanding of sub-disciplines within EA.</p>	<p>Student can develop a thorough bibliography with multiple and diverse sources of information showing the student has developed a personal research identity within EA.</p>
Evaluate Information <ul style="list-style-type: none"> Has the student demonstrated an effort to assess the relevance of retrieved information? Has the student included an evaluation of potential bias in the information being used to construct arguments? 	<p>Sources are appropriate to the topic of the project but sometimes tangential. Student only understands the most basic categories and types of information.</p>	<p>Sources are more relevant to the topic of the project but may be derived from the most obvious of “good” resources.</p>	<p>Sources are all relevant to the topic and represent a wide range of viewpoints as well as types and levels of EA information as appropriate.</p>	<p>Sources explore multiple contexts for how information is crafted and student can discuss the limits of current information in the context of current EA information.</p>
Analyze Information <ul style="list-style-type: none"> Has the student demonstrated proficiency with the tools necessary to understand how information sources are related? Has the student used appropriate analysis framework to integrate sources into an argument? 	<p>Student analysis is segmented in such a way that arguments are sometimes poorly structured due to a limited understanding in properly analyzing EA information.</p>	<p>Student begins to more effectively analyze EA information across disciplines and recognizes multiple approaches to analysis based on the type of information.</p>	<p>Student can perform original analysis of increasingly specific information and integrate the analyses into complex scientific projects.</p>	<p>Student effectively analyzes information from multiple, advanced sources into a project that represents significant new or novel information in their field of interest within EA.</p>
Interpret Information <ul style="list-style-type: none"> Has the student used information and the analysis of it to offer a unique narrative? Does the student understand how to effectively communicate and interpret information for an audience? 	<p>Student has limited original synthesis and often recapitulates arguments of others with only minor changes.</p>	<p>Student expresses a greater understanding of disciplinary literature by beginning to create wholly original ideas from an original synthesis of discovered information.</p>	<p>Student develops unique thoughts on diverse EA topics and related fields and begins to recognize the importance of proper communication of their ideas.</p>	<p>Student organizes, synthesizes, and articulates advanced information in a way that is accessible to intended audience.</p>
Ethics of Information <ul style="list-style-type: none"> Does the student display an awareness and understanding of the social, ethical, and legal guidelines for the use and access of information? 	<p>Student is responsible for appropriate attribution of basic information sources, understanding and avoiding plagiarism, and recognizing institutional information privilege.</p>	<p>Student is able to access and cite more advanced and non-traditional information in an appropriate way, and begins to distinguish between open versus paywalled (e.g., library subscription) information resources.</p>	<p>Student can properly cite advanced and diverse resources in a variety of styles and contexts, and is able to distinguish between open and institutionally-subsidized content.</p>	<p>Student exhibits proper use of paraphrasing, citations, footnotes, bibliographies, etc. in advanced original work, and can articulate open versus institutionally-affiliated research strategies.</p>

Example EA Core-Integrated Library Instruction Plan

EA 10 – General Research Focus

Introduce students to library support options and general EA library resources; provide research instruction at the First-Year performance area skill level (see rubric).

- Build customized LibGuide (see <http://libguides.libraries.claremont.edu/ea>, embed in Sakai if applicable) demoed during early-semester in-class visit from librarian.
- *Option 1* – Schedule in-library workshop during one regular class period devoted to resources and strategies for Policy Memo #1 (the more research-intensive memo assignment timed to coincide with student research activity).
- *Option 2* - Two brief in-class librarian visits suggesting resources and strategies for Policy Memos 1 & 2 (20 minutes each, timed to coincide with student research activity.)

EA 20 – Social Sciences and Humanities Focus

Orient students to a deeper and broader scope of Library resources pertaining to EA in the social sciences and humanities; provide research instruction at the Second-Year performance area skill level (see rubric).

- Build customized LibGuide (embed in Sakai if applicable) demoed during early-semester in-class visit from librarian.
- Engage students with visit to Special Collections (water resources collection, etc.) if applicable.
- Schedule in-class or in-library instruction associated with research-based assignment(s).
- Supplementary optional student appointments to review assignment topics/research strategies/deliverables.

EA 30 – Sciences Focus

Introduce students to research resources and approaches in the hard sciences and GIS as they pertain to EA; provide research instruction at the Third-Year performance area skill level (see rubric).

- Build customized LibGuide (embed in Sakai if applicable) demoed during early-semester in-class visit from librarian.
- Identify research instruction integration opportunities within existing physical or digital lab manual.
- Cultivate semi-regular presence or role for Science Librarian within lab experience.

Thesis – Interdisciplinary Focus

Scaffold and individualize prior levels of library/research instruction at the Fourth-Year performance area skill level; support the EA student thesis experience through completion.

- Deliver early-semester survey to thesizing seniors asking for research précis, prior experience with resources, desired level of research support, etc.
- 1.5- hour librarian visit to senior thesis seminar to discuss Library resources and 4th-Year research Performance levels (see above).
- Supplementary required student/librarian appointments to review thesis research strategies and process.