

### Activities Used in University 101 Library Sessions in Fall 2008

1. Questions about iPod Tour are answered as students enter the classroom and settle down.
  2. Great Cell Phone Search – activity used to introduce the concept of information literacy and its relation to the research process, how research is used in daily life, and the five *Information Literacy Competency Standards*.
  3. Information Literacy is . . . – A summary and explanation of the Standards in student-friendly language. This version is used as part of the Great Cell Phone Search activity. Students write the number of the Standard they think applies to each step of their search.
  4. and 5. Starting Your Annotated Bibliography – Double sided handout for second activity. This is an introduction to searching the library catalog and Academic Search Premier, intended to be a “once over lightly” before the more detailed online searching component of the English 101 session. It makes connections with the physical layout of the library and collections learned on the iPod Tour.
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What do you think?

iPod (Mp3) Library Tour

What did you find out about the library on the iPod (Mp3) Library Tour that surprised you?

What was the most important thing you learned on the tour?

How would you improve the tour?

What questions do you still have about the library and library resources after taking the tour?

University 101  
Library Session  
The Great Cell Phone Search

Problem: Your mother wants a cell phone to keep in touch with you during your studies at USC Upstate. You have 3 minutes to find the best phone/plan for her, using any resources you want. Work in groups of 2-3. One person acts as the Recorder for the group, and writes down each step your group takes in solving this problem in the right-hand column (leave the Standards column blank for now).

Standards	Recorder Log

Information Literacy is . . .

- a way of defining and thinking about the Research Process
- a life skill needed for your college career and beyond
- above all, a PROCESS!

The Association of College and Research Libraries has created five national standards for information literacy, each with a series of performance indicators and learning outcomes. At USC Upstate, we have adapted the standards for use in our University 101, English 101 and English 102 classes. A summary follows; for the complete *Information Literacy Learning Outcomes for First-Year Students* please click on the Students link on the Library Home Page.

The information literate student . . .

1. Knows the nature and extent of the information needed.
  - A. Chooses and focuses a topic.
  - B. Develops a thesis statement or research question for a topic.
  - C. Reads background information on the topic.
  - D. Distinguishes and chooses information intended for scholarly or popular audiences published in books, journal and magazine articles, or on the Internet as appropriate to the topic.
2. Accesses the needed information.
  - A. Knows how to use the library catalog, article and reference databases, and the Internet to find and retrieve print and electronic books and articles, web pages, and other documents.
  - B. Knows how to refine searches by using subject terms, search strategies incorporating Boolean logic and truncation, advanced search screens, and other aids available in an online catalog or database.
  - C. Understands the organization of information in the physical Library and online.
  - D. Analyzes results of searches to find best information for research need regardless of format.
3. Evaluates information and its sources critically.
  - A. Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
  - B. Summarizes main ideas, analyzes structure and logic of arguments, recognizes bias.
  - C. Synthesizes main ideas, reconciles differences, selects usable information from sources consulted.
4. Uses information effectively to accomplish a specific purpose.
  - A. Organizes paper or presentation appropriately and effectively.
  - B. Demonstrates whether a hypothesis is valid or a research question has been answered.
5. Uses information ethically.
  - A. Uses standard techniques of quotation and documentation.
  - B. Demonstrates an understanding of what constitutes plagiarism.
  - C. Follows laws, regulations, institutional policies and established etiquette in accessing and using information.

University 101 Library Session  
Starting Your Annotated Bibliography by  
Searching an Article Database

Topic \_\_\_\_\_

Open Academic Search Premier (look under "A" in the Database & E-Resources Index on the Library Home Page.) Search for an article about your topic. Choose the article you most want to read from your results. Copy the citation, using the guidelines below. Find a copy of the article. This may be in full-text in Academic Search Premier or in a paper periodical in the library. Ask the librarian to help you with this step if you are unsure how to find a copy of the article.

**Article 1**

Author(s):

Title of Article:

Periodical (Journal, Magazine, or Newspaper) Title:

Volume and Issue Numbers:

Date:

Page Numbers of Article:

Database Containing Full-Text of Article or location in library of paper periodical issue containing article:

**Article 2**

Author(s):

Title of Article:

Periodical (Journal, Magazine, or Newspaper) Title:

Volume and Issue Numbers:

Date:

Page Numbers of Article:

Database Containing Full-Text of Article or location in library of paper periodical issue containing article:

## University 101 Library Session

### Starting Your Annotated Bibliography by Searching the Library Catalog

Topic\_\_\_\_\_

Library Catalog – Search for a book that includes information on your topic and is available for checkout. Copy the citation (information about the book) as shown below. Copy down the call number, go to the Library Home Page, and find the link “Directions/maps/tours” under “Additional Information.” Under “Maps” open the Library Stacks map (color or b/w) and find the aisle where your book should be shelved. If you have at least five minutes, go to the shelf and bring it back to class. Your peer leader or instructor will help you to locate the book. If you still have time after finding your first book, you may look for a second book or try the article exercise.

#### **Book 1**

Author:

Title:

Publication Information (City: Publisher, Date):

Call Number:

Aisle Number:

#### **Book 2**

Author:

Title:

Publication Information (City: Publisher, Date):

Call Number:

Aisle Number: