First Year Seminar Information Literacy Program
Final Report for Fall 2016

Submitted by Christine Bombaro, Associate Director, Waidner-Spahr Library

Executive Summary

Each year, the library participates in the First-Year Seminar (FYS) experience by assisting faculty members with integrating the college's information literacy (IL) goals into their courses. At the conclusion of each fall semester, we examine various elements of the program to identify areas that are working well and those we may improve the following year. Key results from this year's evaluation include:

- Librarians worked in some way with 39 of the 41 FY seminars, often designing research assignments with the faculty and participating in evaluating student work.
- Most FYS sections are providing students with iterative opportunities to learn research skills as specified in the college's FYS resolution of 2015. Students and faculty alike report that students are learning to use library resources to identify and retrieve material appropriate to a research question, and that they are learning to use those sources ethically.
- Students reported increased levels of comfort with using library resources following IL sessions, and expressed more confidence in citing sources using formatting styles with which they were previously unfamiliar.
- Faculty and students who responded to surveys are in general agreement about the amount and level of research required in the FYS and the challenges students experienced while learning these skills.
- The most frequently observed challenges mentioned by students and faculty included finding relevant/credible sources in an efficient manner and analyzing sources adequately.
- Indications that FYS students may be relying heavily on interlibrary loan services suggest the need for librarians to emphasize the acquisition of background knowledge (using tertiary sources), revising search strategy, and efficient evaluation of materials at hand.
- The Academic Integrity tutorial has been in use since Fall 2014, and no significant changes will be made for Fall 2017. However, certain aspects of the tutorial have become outdated, and the tutorial was designed in such a way that it is impossible to edit easily. That, along with student feedback about the tutorial, suggest that we should redesign it.

Introduction

The new FYS resolution passed at the September 2015 faculty meeting was used as a basis for designing IL sessions and assignments as well as writing exercises and assessments for Fall 2016. Due to the resolution's new language and in response to prior years' faculty surveys, librarians made concerted efforts to raise the level of discussion in the classroom by helping some faculty to create more challenging IL assignments that included revision, the opportunity to begin participating in scholarly conversation, and the ethical use of sources. In addition, librarians supplemented in-person instruction with skills-based tutorials that were viewed outside class time.

Various elements of the information literacy component of the FYS are examined each year. This report focuses on teaching inputs and perceptions of students and faculty members. This report does not include an assessment of student work; writing samples were assessed in spring 2016 when the library

participated in the Writing Center's FYS writing assessment that included a focused examination of research skills. The results of that assessment are in Appendix A (page 15). For the purposes of this report, four areas were examined:

- Instructional data – Includes instruction statistics and the type of IL work conducted with each FYS.
- Course evaluations and formative feedback – This data came from a questionnaire that was added to the FYS course evaluation packet and feedback collected after class sessions. See page 3.
- Faculty survey – This annual survey asks faculty about their impressions of the IL program and their students' performance on research assignments. See page 9.
- Academic Integrity Tutorial – This annual examination of the academic integrity tutorial is designed to determine whether the content is new and useful to students. See page 11.
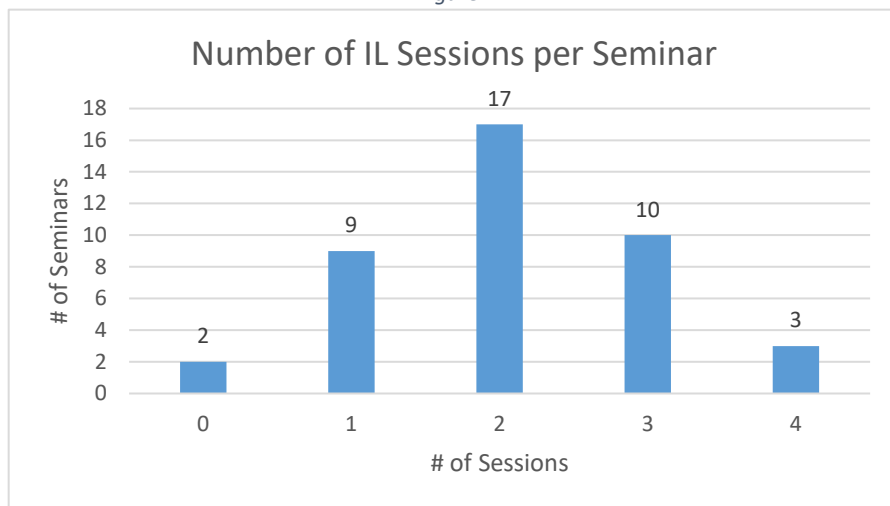
Instructional Data

Sessions
This year, 41 First-Year Seminars were offered and eight librarians were assigned as liaisons to these courses. As illustrated in Table 1 and Figure 1, all but two of the FYS faculty scheduled librarians for at least one in-person IL session. For more detail about IL classroom activity, see Appendix B – Class Visits and Activity by Instructor on page 23.

Figure 1

Table 1

# of IL Sessions	# of Seminars
0 sessions	2
1 session	9
2 sessions	17
3 sessions	10
4 sessions	3

FYS IL activity compares to prior years as shown in Table 2. In 2015, the college accepted an unusually large first-year class, accounting for the spike in sessions:
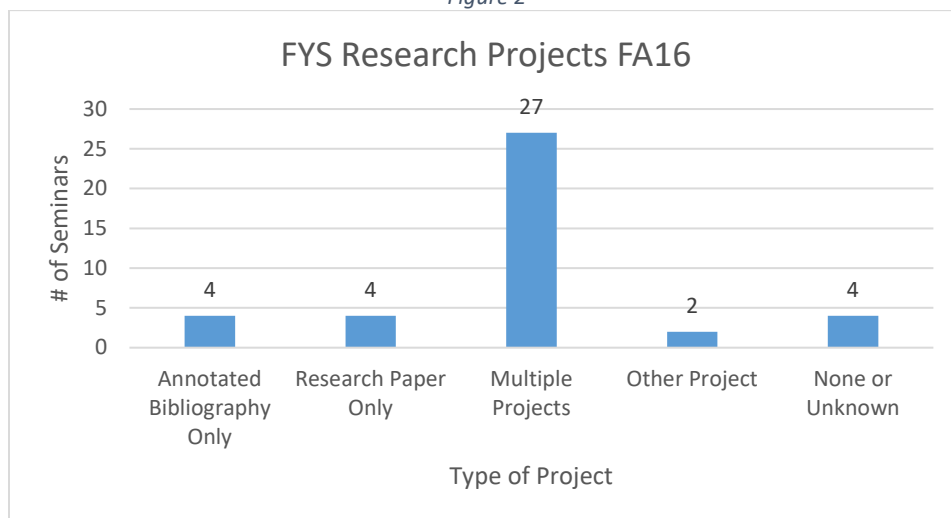
Table 2

Year	# of Sessions
2016	84
2015	104
2014	88

Research Assignments

Librarians participated in evaluating student research-related assignments in 27 (66%) of the sections. In addition, 37 of the 41 FYS professors required students to complete a mid-semester or final project that included the application of information literacy skills, as shown in Figure 2.

Figure 2

"Other Projects" included exploratory essays and debate/position papers. This year, approximately 2/3 of the FYS seminar faculty required multiple research assignments, whereas last year only 1/3 did so.

Tutorials

In 2015, the library staff began developing a series of information literacy tutorials designed to help students learn how to do simpler research tasks so that librarians could concentrate on higher-order information literacy skills in the classroom. Although these tutorials can be useful at any level, we specifically encouraged their use as a supplement to FYS instruction. Our complete suite of tutorials can be viewed at: http://libguides.dickinson.edu/tutorials.

The tutorials were heavily used during the Fall 2016 FYS season. 25 of the 41 (60%) of the FYS instructors required their students to complete one or more of the tutorials. The most frequently used tutorials were "Choosing a Database," "Choosing Search Terms," "Distinguishing Among Source Types," and "Finding a Journal Article from a Citation."

Course Evaluation & General Student Comments

For the second year, a questionnaire on information literacy was added to traditional FYS course evaluations. The intent was for students to report on the extent of their IL experiences within the
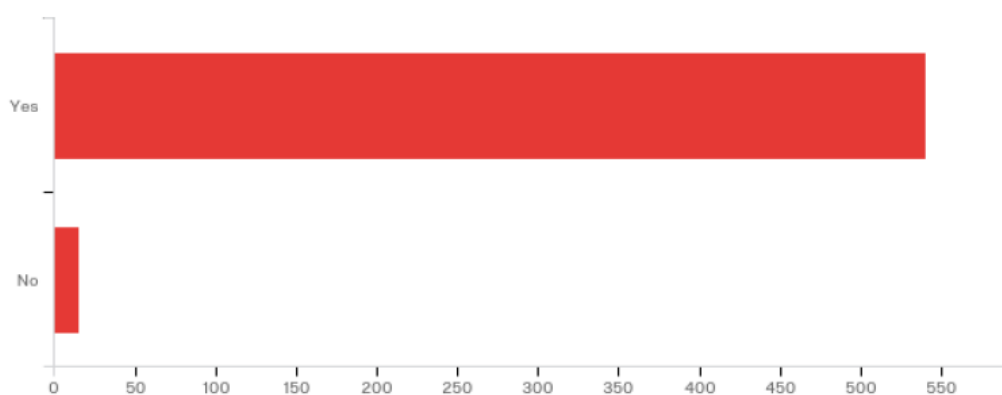
course, and the form was modeled after the Writing Center FYS course evaluation. We received results from 561 students (92% of the Class of 2020)[1], representing 40 of the 41 seminars. We also gathered formative feedback from students at the conclusion of some IL sessions.

Course Evaluation
The Course Evaluation's first question asked students to recall if they had the opportunity to practice library research skills during the course. In agreement with our other data, nearly all the respondents (540 out of 555) answered affirmatively, as shown in Figure 3/Q2. A few individual students from various seminars answered "No."

Figure 3

Q2 - During this course, did you have an opportunity to practice library research skills?
(For example, by searching databases, creating and analyzing a list of sources, etc.)

Students were then asked to identify the types of IL skills that were required as they completed course assignments that included a research component. Options included:

- Using library databases to find research materials such as books and journal articles
- Distinguishing among different types of sources (e.g. distinguish between scholarly and non-scholarly sources)
- Analyze sources for usefulness by answering specific questions about their content (e.g. writing an annotated bibliography/source analysis)
- Use sources to answer a question by integrating them into a written assignment such as a research paper, exploratory essay, or other project
- Cite your sources according to a specific style such as MLA or Chicago
- None of the above

As illustrated in Figure 4/Q3, most first year students reported that they engaged in a variety of research-related activity during their seminars. Only three students reported "None of the above."
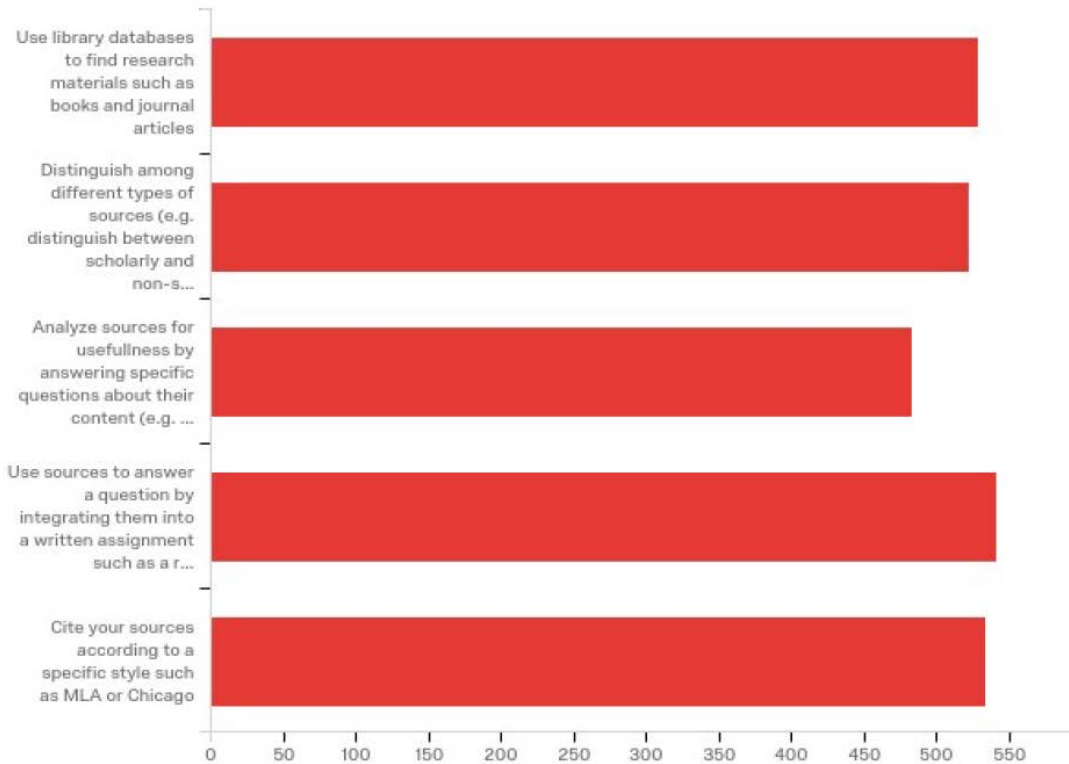
---

[1] The official class size was 610 students:
http://www.dickinson.edu/info/20048/history_of_the_college/1909/quick_facts/2
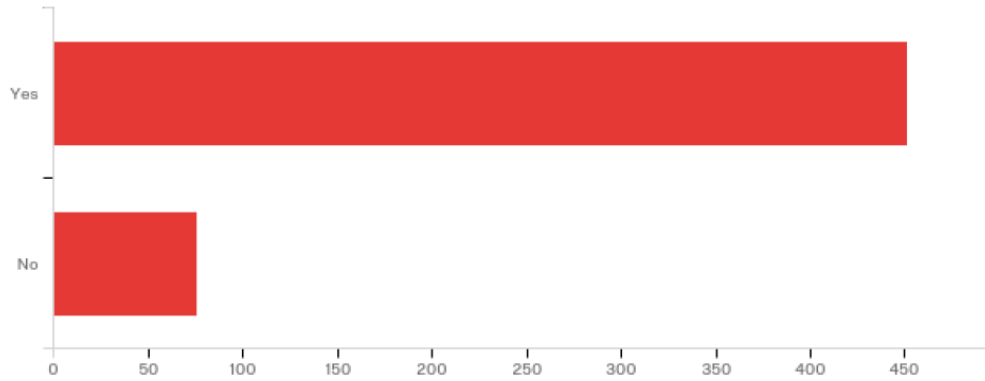
Figure 4

Q3 - During this course, did you complete an assignment that required you to do any of the following (check all that apply):

The new FYS resolution stating that revision in research and writing is "a habit of mind in which one 'looks again' at one's intellectual product to determine if something should be added, deleted, reconceived, or restructured" was in effect for Fall 2016. As shown in Figure 5/Q4, 451 out of 527 respondents to the question "Did you revise your original research strategy after completing a first draft of a research assignment? (For example, by improving/adding to your source list or by revising an annotated bibliography/source analysis.)" reported that they had indeed engaged in revision of an initial research strategy. 76 students from various seminars answered "No" and 34 from various seminars answer "Not applicable."
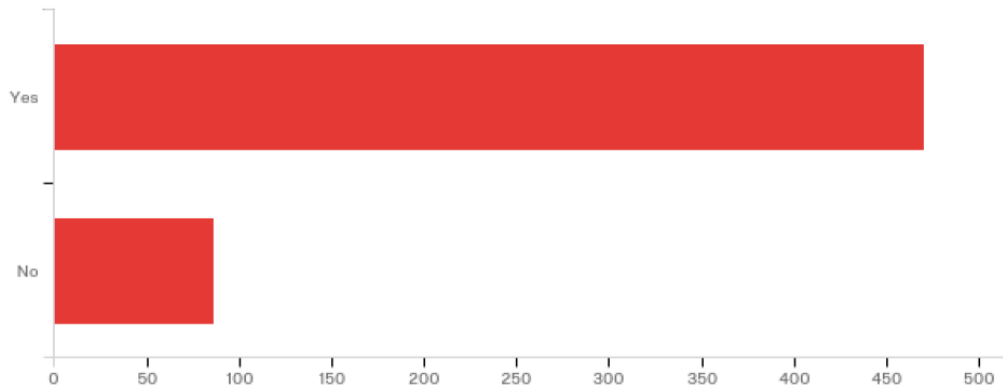
Figure 5

Q4 - Did you revise your original research strategy after completing a first draft of a research assignment? (For example, by improving/adding to your source list or by revising an annotated bibliography/source analysis.)

The next question asked students: "Were the library research skills you learned needed in order for you to complete additional assignments during your first year seminar?" As illustrated in Figure 6/Q5, 470 answered "Yes" and 86 answered "No."

Figure 6

Q5 - Were the library research skills you learned needed in order for you to complete additional assignments during your First-Year Seminar?

The penultimate question asked students: "What library research skills that you learned in your First-Year Seminar have been useful to you in other classes?" This was a free response section answered by 561 students. As shown in Table 3, many students cited a number of skills that broke roughly into the following broad categories:

Table 3

What library research skills that you learned in your First-Year Seminar have been useful to you in other classes?	# of Responses
Using databases to find books and articles	272
Citing sources	72
Navigating the library (physically and virtually)	57
Evaluating sources for appropriateness to the task	56
Distinguishing among source types	48
Refining a search	43
Other	36
Has not been useful in other courses	60

In the "Other" category, students noted using interlibrary loan services, checking out materials, how to get help from a librarian, keeping an open mind while researching, and using research material to help them write clearly. Some representative comments from this question include:

- "Finding appropriate databases and how to analyze information. Citation too."
- "Determining whether a source is scholarly or not has been helpful in research for bio lab assignments."
- "Narrowing down a search has become easier."
- "I learned about the library. I knew nothing before my seminar, so this class will have helped me with every class I'll ever take at Dickinson."
- "Being able to break down a question…made my life a lot easier. Citation templates helped a lot."
- "In another class I also had to write a research paper so the skills I learned in my FYSM definitely helped make the process much easier."

Students who responded that they did not use IL skills also provided some powerful feedback:

- "We didn't really learn a lot of library research skills. I don't feel as prepared in research as other students."
- "I have not had the opportunity to use the skills yet, and that frightens me about my preparedness."
- "I learned my research skills from other courses this semester."

Finally, students were asked, "What challenges did you face while engaging in research for your First Year Seminar?" This was a free response section answered by 493 students. As shown in Table 4, many students cited a number of challenges that broke roughly into the following broad categories:

Table 4

What challenges did you face while engaging in research for your First Year Seminar?	# of Responses
Finding credible/relevant sources	150
Too many or too few sources available on the topic	106
No challenges or didn't do research for this class	49
Sources were not available locally; reliance on interlibrary loan services necessary	40
Integrating sources with writing	38
Citing sources	28
Sources found were beyond student's level of comprehension of the topic	23
Other	120

In the "Other" category, many students took the opportunity to complain about aspects of their class that were unrelated to the research process. Responses that were relevant for the purposes of this evaluation included: time management, difficulty using the library's website, poor understanding of a topic before research commenced, workload complaints, and problems associated with learning English as a second language. However, the comments in the "Other" category were too diverse to reveal patterns that could addressed program-wide.

The responses regarding interlibrary loan services warrant further investigation. We noticed an unusual upswing in ILL requests from FY students in fall 2016, which was also reflected in student comments. Given the large number of full-text periodicals, e-books and e-resources readily available in the library, FY students should be able to complete most FYS-level assignments with materials available at hand. Since half of the respondents to this question also expressed difficulty with finding sources (both "credible" and "related to the topic"), liaison librarians will renew efforts to help students select and manipulate online resources and analyze research material to mitigate this problem in the future. We should also reconsider and perhaps renew emphasis on the importance of tertiary encyclopedias and dictionaries in helping students gain background knowledge on topics new to them.

Representative comments from the students regarding their challenges include:

- "Forming a thesis based off what I was reading….translating facts into the larger picture."
- "Picking a topic that was of great content yet being concise with evidence, analyzing, and explanations. Weeding out the sources that best fit and letting others go."
- "Finding something that I was interested in that still had academic authority."

Students whose seminars met with a librarian only once or zero times were more likely to criticize their class in general terms rather than state specific difficulties with research. Some demonstrated a flawed understanding of the use of research material in the writing process.   Representative comments from students who had only one or zero IL sessions include:

- "We didn't do outside research in this class."
- "All we did was write in the first person without use of sources."
- "It is challenging to read through an entire book to find one sentence."
- "Understanding the science portions of the assignments."

- "I've started library research later in to the year and I wish it was a little earlier so I can practice analytical skills and better integration of resources into my paper."
- "There was no draft so it's hard to turn in a final paper."

General Comments
Librarians often ask for feedback from students about IL instruction at the end of class or as part of homework assignments. This year students reported learning valuable lessons about how to use specific library resources and how to navigate the library's website. Many also mentioned the importance of revision in search strategy and the applicability of research skills from one course to another. Representative comments include:

- I never knew the library offered so many resources for me.
- Looking at all of the concepts taught in the three various library sessions, I have learned a tremendous amount about the library and its resources as well as how to do research myself without getting confused or stuck.
- The meetings were especially useful because we focused on citing sources correctly and I had never done that in high school. The meetings were also a valuable introduction to Jumpstart and searching for academic sources in general.
- I think [the lessons] apply beyond my seminar class and could be used for any class in the future.
- Over the past few weeks, I have learned a lot about the research process in college. It is a very strenuous process that takes a lot of time and has a lot of different parts. Research is something that is necessary for college.
- The biggest challenge was to find the resources that would fit my question of interest, but I do feel more equipped to tackle this problem now. It was very interesting to go through this process and to be honest it has benefited me drastically because now I know how I can actually generate research questions be able to pick resources that can benefit the research at hand.
- Time management and organization to preparing for a research paper is a lot of work but it is do-able.
- I learned that although you might not find out what you are looking for especially right away, some things that pop up from the search engine help you discover other ideas.

Faculty Survey
Each year, faculty members who teach first-year seminars are asked to complete a short survey about the effectiveness of library instruction in their classes. This year, 26 FYS faculty responded, though only 24 completed the survey. It asked faculty to report on specific IL activities in their individual seminars, the details of which are noted in previous sections of this report, and asked for their perceptions of the FYS IL program.

One question asked: "To what extent did your students apply the information literacy (IL) skills they learned in class on the research-based assignments you required?" The results are shown in Figure 7.

Figure 7

To what extent did your students apply the information literacy skills they learned in class on the research-based assignments you required?

#	Answer	Bar	Response	%
1	Generally applied IL skills to the extent expected.		9	40.91%
2	Applied some IL skills acceptably, but struggled with others.		12	54.55%
3	Made some attempts to apply IL skills but frequently fell back on bad habits.		0	0.00%
4	Did not apply IL skills at all.		1	4.55%
	Total		22	100.00%

Faculty were asked to elaborate on this question by responding to "With what aspects of information literacy did your students struggle?" Correlating with the students responses from the Course Evaluation, the faculty answered as follows:

- 6 mentioned citing sources (note: these faculty members did not specify whether they meant formatting citations correctly or using sources ethically).
- 2 said that students struggled with evaluating the quality and relevance of sources.
- 6 said that some students struggled to identify appropriate sources.
- Other comments included:
  - Making connections between research questions and sources.
  - Effective use of databases.

Faculty members were also asked: "What is working well about the library's information literacy program for first-year students?" Specific feedback about particular components of the program included the following:

- The liaison's workshops have been extremely effective. I included them in the graded activity. The students seem to have internalized what they learned…and now they ask me sophisticated questions about citation style and databases for research.
- The [information] literacy component of the FYS program works best when librarians partner with faculty, rather than undertaking a separate and non-connected series of exercises/assignments from the material of the course. Faculty input is essential in this regard.
- I really appreciated the library instruction days and especially the small group meetings with our library liaison, which I believe were particularly effective. I liked the assignments we developed and appreciated the liaison's help in grading them.

- It was terrific to be able to tailor IL session topics and assignments to my specific course. This allowed for a meaningful and practical combination of those (3) sessions with "regular" class discussions.
- The sessions with a librarian were invaluable. She was able to show students how to access sources, how to determine which sources were best and, probably most importantly, she helped them find sources for their individual research topics.
- There were two aspects that I think went very well. I think the coordination between my library liaison and myself as I planned the FYSM was excellent. The other aspect that went very well was the sessions. These were very well developed to align with my course, to inform the students, and to keep them engaged and interested.

Faculty were also asked what they though could be improved about information literacy instruction in First Year Seminars. They responded as follows:

- One thing that would help is to have a clear rubric so that students understand what they need to do.
- FYS instructors MUST include library information literacy assignments as standalone segments of the FYS grade to ensure students take it seriously. It was grouped in with other assignments in my syllabus, something I will change in the future.
- Library instruction is good; online tutorials could require more accountability.
- Perhaps could also include more work on the research question/source connection, perhaps design an assignment focusing on that.
- The primary questions that persist and are also reflected in more advanced courses have to do with documentation and the evaluation of print, online and electronic sources.
- I believe the tutorials are well constructed, though it was difficult for me to judge to what degree students really engaged with them (beyond completing them). Next time I do a FYS, may choose to run through some of the tutorials together with students in class.

Academic Integrity
Fall 2016 was the eleventh year in which all new students – first-years, transfers, and internationals - were required to complete Academic Integrity (AI) instruction. The tutorial consists of an interactive online presentation with a quiz. It takes most students between 10 and 20 minutes to complete the tutorial. Non-compliance results in a hold being placed on the student's account, thus preventing registration for spring classes during the early November course registration period. This year, 11 students never completed the tutorial and 45 students completed it past the deadline, rendering them unable to pre-register for classes.

After taking a fresh look at the tutorial and taking student comments into consideration, library staff decided that the Academic Integrity tutorial is ready for another complete overhaul. Because the current version has static illustrations, it cannot be easily edited even to make minor updates, and this year a few students expressed concern about the racial representations of the characters. We will be forming a working group in the summer of 2017 to revise the tutorial. A project of this magnitude will take up to a year to complete, so our goal to launch a new version will be Fall 2018.

Timing
Getting all students to complete the tutorial on time has been somewhat of a problem since its inception. With the cooperation of Admissions and the campus' orientation committee, this year we included notice of the AI requirement with incoming students' orientation materials and kept in regular contact with the Global Education and Dean's offices about student compliance. In addition, the deadline was moved to the end of the second full week of classes rather than the third.

Effectiveness
Assessment results suggest that the tutorial continues to be informative and helpful for many students. When asked near the beginning of the tutorial, "Have you ever committed an act of plagiarism?" 78% responded that they had not. Near the end of the tutorial, when asked the same question a second time, only 51% responded the same way. This compares consistently with prior years as noted in Table 5.

Table 5

"Have you ever committed an act of plagiarism?"	2014	2015	2016
"No" at beginning of tutorial	73%	73%	78%
"No" at end of tutorial	48%	50%	51%

As part of the built-in assessment component, students are asked to indicate how much of the material is new to them. Their responses are have remained consistent over the past few years, as noted in Table 6.

Table 6

"How much of this material was new to you?"	2014	2015	2016
All of the information was new to me	1%	1.5%	1%
Most of the information was new to me	5%	4%	7%
Some of the information was new to me	40%	45%	43%
Very little of the information was new to me	42%	36%	36%
None of the information was new to me	12%	12.5%	11%
No response	0%	0%	2%

Additionally, students are asked if they found the tutorial to be effective. Those responses along with prior year comparisons, which again have remained consistent, are noted in Table 7.

Table 7

Did you find this tutorial to be effective?	2014	2015	2016
Extremely	6%	8%	10%
Very	43%	46%	49%
Somewhat	35%	33%	29%
Only a little	12%	11%	7%
Not at all	4%	2%	3%
No response	0%	0%	2%

Comments
Comments from students were generally positive, with many saying that they enjoyed it and that they found the examples to be relevant and enlightening, even though they may have been familiar with some of the content. Representative comments include:

- It was an effective primary review of plagiarism and effective research writing practices. I wasn't aware that I could get permission to reuse or edit a paper to use for a different class. I thought it just wasn't an option at all.
- I really liked the format of the tutorial and I found the information that was specifically about Dickinson's standards and procedures to be particularly helpful.
- I have learned in the past that you must avoid plagerisms [sic], and thought I knew about it in most parts. However, after this tutorial, I realised [sic] how much I did not know. It helped me in many ways.
- Thank you to whom ever made this program. I plagiarized once before and wasn't aware that I plagiarized my work. My biggest fear in college is accidentally plagiarizing again because I was never fully aware of the different forms of plagiarism. This has been a huge help.

Complaints generally came from students who reported they learned much of the material in high school. Suggestions for improvement aligned with what librarians have already observed (e.g. that the screens can be difficult to read, and that we would prefer to focus more on integrity rather than consequences), and will be taken into consideration as we design a new tutorial. Representative comments include:

- I think some of the presentation of this material is confusing and could be cleared up with smaller sentences or paragraphs to analyze.
- This was helpful in the sense that I learned about the policies at Dickinson as well as the resources available. Otherwise, I was aware that plagiarism is wrong and how to avoid it.
- Shorter amount of reading for the examples would be a little nice but overall it was fairly well done.
- The tutorial is a little too basic, but it should help new students. The comics were a nice touch. Would have appreciated more detailed examples of plagiarism, especially regarding paraphrasing.
- I thought that the information presented here was important for students to see, but also potentially could make them very fearful and anxious about citing sources etc. before school has even begun.
- Some of the speech bubbles are very small and difficult to read!

Conclusion
This study gave the library staff much data we can use to improve our FYS IL program into the future. Goals for next year include:

- Provide and promote options for faculty to verify which students completed online tutorials.
- Create a rubric specifically for the FYS IL information literacy experience to discuss at the May 2017 faculty FYS workshop.
- Replace or re-design the Academic Integrity tutorial with the goal of a fall 2018 launch.

- Spend more classroom time helping students construct effective search strategies so that they are more easily able to identify useful materials already provided by Dickinson, rather than rely on interlibrary loan services.
- Address the library's role in helping students cite properly at the May 2017 workshop. See Appendix C for current guidelines.

Appendix A – Results of Combined Writing/Information Literacy Assessment

Introduction
In summer 2016, two librarians participated in the Writing Center's semi-annual assessment of first-year writing. 31 of the 48 seminars (65%) were represented in the sample. Papers were provided by First Year Seminar Professors who responded to the Writing Center Director's request for samples. 145 papers were examined by a team of 7 faculty members from all divisions and 4 exempt staff members.

Five categories related to information literacy (IL) were included in the rubric: contextualization of sources, analysis of evidence, proper citation, finding appropriate sources, and recognizing authority of sources. The scale for each category ranged from 1 to 6, with 1-2 considered "Emerging," 3-4 considered "Developing," and 5-6 considered "Mastering." See Appendix A for the rubric used in the assessment and a complete description of each category.

Findings
Most of the writing samples fell between 2.5 and 3 for all IL categories except recognizing authority, which generally fell between 2 and 2.5.

The results of this year's assessment were compared to the results from the 2013 assessment, and were also parsed by three cohorts including: international vs. domestic students, seminars taught by faculty members in different divisions, and students enrolled in "Ideas that Shaped the World" seminars vs. students not enrolled in the Ideas cluster.

Note: An asterisk (*) next to a category label in the figures indicates that there is a statistically significant difference between the comparison groups for that category.

2013 vs. 2016
58 first-year writing samples were examined in 2013, and 145 were examined in 2016.

As shown in Table 1 and Figure 1, between the 2013 and 2016 assessments, there were statistically significant improvements in three IL categories: finding sources, analyzing evidence, and writing proper citations. The other two IL categories were not measured in 2013.

Table 8

Cohort	Contextualization	Analysis	Citation
2013	2.30	2.28	2.49
2016	2.88	2.65	3.03
Standard Deviation	.41	.26	.38

Figure 8

Divisions
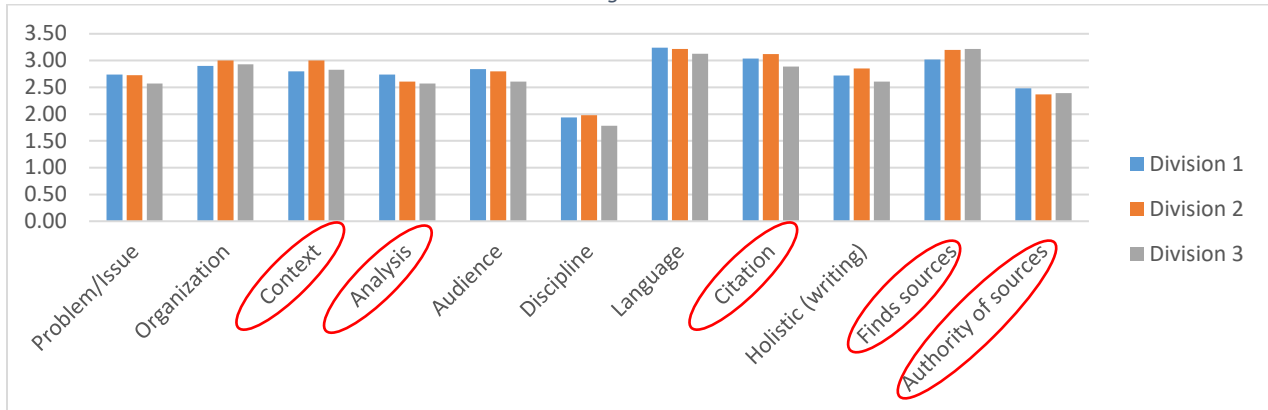
Faculty from different divisions were represented fairly evenly. 50 (34%) of the papers in the sample were written by students taught by Division 1 faculty members, 41 (29%) by Division 2 faculty members, 46 (32%) by Division 3 faculty members, and 8 (5%) by administrators unaffiliated with an academic division.

As shown in Figure 2, there was no statistically significant difference among the performance of students in seminars taught by faculty members in different divisions for any IL category.
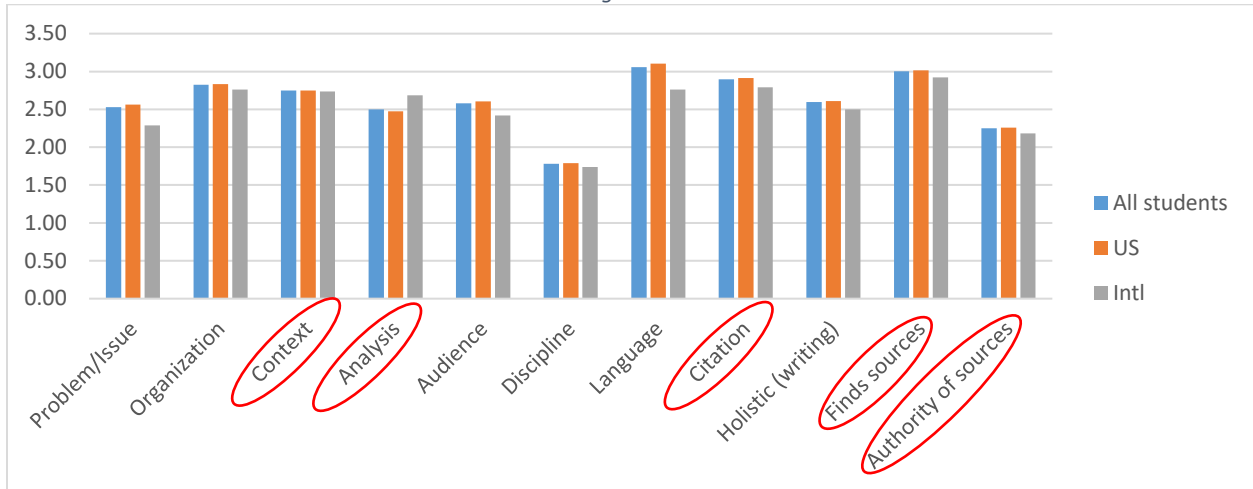

Figure 9

International vs. Domestic Students

19 (14%) of the papers in the sample were written by international students and 126 (86%) by domestic (US) students.

As shown in Figure 3, there was no statistically significant difference between the performance of international and domestic students in any IL category.

Figure 10

Ideas that Shaped the World Seminars vs. Non-Ideas Seminars

17 (12%) of the papers in the sample were from Ideas seminars. 4 of the 7 Ideas sections were represented in the study.

As shown in Figure 4, there was no statistically significant difference between students enrolled in the Ideas seminars and student not enrolled in the Ideas seminars for three categories: analysis of evidence, proper citation, and recognizing authority of sources.

As shown in Figure 4 and Table 2, students in seminars other than Ideas performed reliably better in the areas of contextualizing sources and finding sources than those who were enrolled in the "Ideas" seminars.
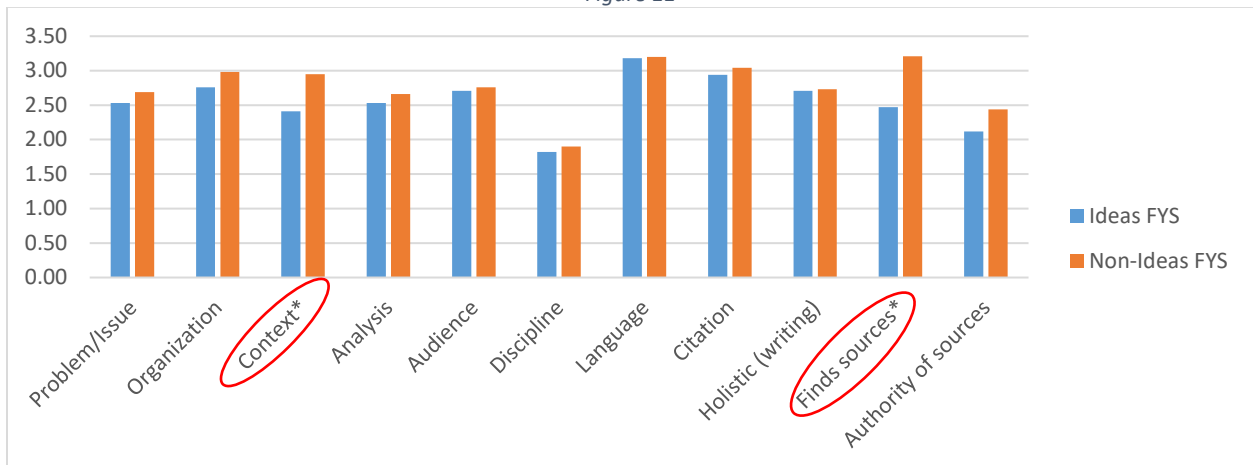

Figure 11

Table 9

Cohort	Contextualizing Sources	Finding Sources
Ideas	2.41	2.47
Non-Ideas	2.95	3.21
Standard Deviation	.38	.52

Absolute Scale

1. The author identifies a problem/question/issue and proposes a solution/position/approach.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author does not identify an explicit problem, question, or issue. The author does not go beyond the most obvious approach or solution. The author does not address the significance or "so what?"		The author identifies a problem, question, or issue that may be unfocused or simplistic. The author presents a sufficient response or approach but may rely on a commonplace approach or solution. The significance or "so what?" is unclear.		The author identifies a problem, question, or issue that is controvertible/testable and sophisticated. The author presents a thoughtful and compelling response, approach, or solution while addressing the "so what?" question.	

2. The author organizes the writing logically.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The work lacks discernible organization. Parts of the work may be coherent or unified, but the train of thought is difficult to follow.		The work shows some organization and logic, and the writing has some focused and unified paragraphs and sections. The work may be overly formulaic or inconsistently organized.		The work has consistent organization and logic with focused and unified paragraphs and sections. The organization of ideas flows from the data or sources.	

3. The author contextualizes an issue or question.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author may cite sources but s/he has not identified the appropriate sources that would contribute to a scholarly conversation.		The author puts the question in the context of broader scholarship but falls short of presenting a scholarly conversation. The conversation may be one-sided or incomplete.		The author contextualizes the problem by bringing multiple appropriate and reputable sources into conversation with each other and with his/her own ideas in order to make a contribution to the scholarly discourse.	

4. The author supports the purpose of the writing through analysis of evidence.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author fails to include sufficient or adequate evidence. The topic is summarized or described rather than analyzed. The author frequently makes claims that are unsupported by evidence. The author does not examine assumptions or implications of sources and/or treats all sources as equal authorities.		The author includes some relevant evidence but may also include irrelevant evidence or ignore some relevant evidence. The author may include some unsupported claims. The author integrates some lines of evidence towards an analysis that may be partial or intermittent. The author occasionally examines assumptions or considers implications of sources.		The author chooses evidence strategically, not ignoring relevant evidence. The author consistently supports claims with evidence. The author integrates multiple lines of evidence to advance and support a sustained and insightful analysis. The author systematically examines assumptions and considers implications in establishing and exploring his/her own argument.	

5. The author engages the intended audience with a consistent, distinctive voice appropriate to the task.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author does not demonstrate an awareness of audience. Voice is absent or inconsistent. The author does not exhibit investment or engagement in the work.		The author shows some awareness of audience. Voice is appropriate to the task. The author exhibits engagement in the work.		The author shows nuanced awareness of audience. Voice is appropriate to the task and enhances the work. The author exhibits ownership of and engagement in the work.	

6. The author shows mastery of disciplinary conventions

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author seems unaware or only slightly aware of disciplinary contexts. The work shows little to no awareness of method and theory.		The author makes choices appropriate to the discipline, but such choices may be inconsistent or poorly implemented. The author shows some awareness of method and theory, and is partially successful in their application.		The author consistently chooses the language, conventions, and genre appropriate to the discipline. The author accurately applies and convincingly defends choices of method and theory.	

7. The author conforms to appropriate standards for language usage

Emerging		Developing		Mastering	
1	2	3	4	5	6
Frequent problems with grammar and mechanics detract from meaning. The author constructs sentences that are not clear or that are overly simplistic. Language use is ambiguous and interferes with meaning.		Overall, grammar and mechanics are correct and effective, though there may be occasional lapses that do not interfere with a reader's understanding of the text. The author constructs sentences that are mostly clear and concise but may not have nuance and complexity. Language is mainly effective but in places it falters.		Grammar and mechanics are uniformly correct and effective. The author crafts clear and concise sentences that convey nuance and complexity. Language is sophisticated and, where appropriate, specialized, and the author demonstrates command over that language.	

8. The author conforms to appropriate formats for citation of source material

Emerging		Developing		Mastering	
1	2	3	4	5	6
Citations may be incomplete or inaccurate. The author does not integrate source material into her/his own sentences.		The author uses the appropriate citation style, and most citations are correct. Incorrect citations are complete enough to locate the source. Source material may be integrated awkwardly into the grammar of the author's sentences.		The author uses the appropriate citation style, and all citations are correct, both within the text and in the citation list or bibliography. Source material is integrated into the grammar of the author's sentences.	

9. Holistic rating—overall impression of the writing

Emerging		Developing		Mastering	
1	2	3	4	5	6

Additional Information Literacy Questions

10. The author finds sources appropriate for the writing task.

Emerging		Developing		Mastering	
1	2	3	4	5	6
Sources are not used, or selected sources are irrelevant or tangentially related. The writer references evidence that does not advance the thesis/hypothesis/argument. The author does not address obvious gaps or weaknesses in the use of evidence.		The writer references some evidence that directly advances the thesis/hypothesis/argument, but may use sources to make unsophisticated arguments or advance obvious points. The author may neglect to address some gaps or weaknesses in the use of evidence.		Sources relate directly and clearly to the thesis/hypothesis/argument. The author has strategically chosen sources that connect to the work's observations and conclusions. The author acknowledges and explains potential flaws or weaknesses in the evidence.	

11. The author recognizes the authority of different sources.

Emerging		Developing		Mastering	
1	2	3	4	5	6
The author does not identify differing authority among source types. All sources are afforded equal authority.		The author identifies differing authority among source types but dismisses and/or favors some disproportionately.		The author identifies differing authority among source types and gives the appropriate amount of attention and authority to each.	

Appendix B – Class Visits and Activity by Instructor

Faculty	Title	Librarian	Sessions	Tutorials Required?
Bair	Unfinished Business	Smith	2	Yes
Barber	Molecules of Madness	Lonergan	2	No
Bates	War and Memory in East Asia	Bombaro	2	Yes
Beck	Where is the Next Silicon Valley?	Arndt	4	Yes
Bedi	Food Justice	Howard	2	No
Borges	Hope or Threat? Migrants in History	Bombaro	2	Yes
Boyle	Galileo's Commandment	Lonergan	1	No
Chilson	Drama and the American Dream	Doran	3	No
Crouch	Public Health, Private Lives	Arndt	2	Yes
Donaldson	Ideas that Have Shaped the World	Smith	1	Yes
Edwards	Fire and Ice	Lonergan	1	Yes
Enge	Will the Poor Always be with Us?	Triller-Doran	0	No
Frey	In Search of the Sports Gene	Howard	2	Yes
Friedlander	Exploring American Wilderness	Howard	3	Yes
Gavenonis	It's Just a Theory	Lonergan	1	No
Graybill	How America Eats	Doran	3	No
Hill	Mountain People	Lonergan	2	No
Kirkham	No Playing Allowed	Doran	2	No
Maher	Black Lives Matter	Smith	2	Yes
Marini-Maio	Lost in Interpretation	Kozlowska	3	No
Marshall	The Great Recession	Arndt	2	Yes
Merwin	Ideas that Have Shaped the World	Smith	1	Yes
Mitchell	The Empire Strikes Back	Kozlowska	3	No
Moffat	Suffragettes, Radicals, and Riveters	Bombaro	4	Yes
Morgan	Time and the Past	Lonergan	2	No
O'Brien	Can Stories Save the World?	Triller-Doran	2	Yes
O'Connell	Game Changers, Gaffes & Zingers	Kozlowska	3	Yes
Past	Writing and Resistance	Kozlowska	3	No
Pedersen	Seeking Ideas from Fiction	Doran	3	No
Perabo		Triller-Doran	1	Yes
Quintanar	Within Marginal Confines	Triller-Doran	1	Yes
Rauhut	Mental Illness	Howard	2	Yes
Riccio	Finding Meaning	Kozlowska	3	Yes
Schlitt	Ideas that Have Shaped the World	Smith	1	Yes
Soldin	Text, Image, Memory	Smith	4	Yes
Stein	Soccer and Society in Latin America	Kozlowska	2	Yes
Stierer	Digital Culture	Smith	1	Yes
Takacs	R U Talking 2 Me?	Kozlowska	3	Yes
Tarko	The Economic History of the World	Arndt	0	No
Wohlbach	The Code of Life	Lonergan	2	No
Young	War and Memory in East Asia	Bombaro	2	Yes

Appendix C - Academic Integrity and Citation Consultations

Librarians are available to consult with students about maintaining academic integrity and avoiding plagiarism while engaging in research projects. Librarians will also help students understand the general principles and basic formatting rules of the citation styles used most commonly on campus.

How Librarians Can Help
For questions regarding bibliographies/works cited lists, librarians will:

- Explain the general rules and logic of the citation format and teach students how to apply a required style to their papers.
- Point out important and unique elements of each citation style.
- Search for patterns of error in a bibliography or works cited list and explain the correct formatting when repeated errors are detected.
- Help students construct a citation for items that don't fit into predetermined categories.
- Provide samples of the style, manuals, or links to further information.

For questions regarding appropriate attribution, librarians will:

- Explain the principles of academic integrity and plagiarism avoidance.
- Explain the general rules of attribution when quoting and paraphrasing (e.g. how and when to apply and format in-text notes vs. footnotes vs. endnotes).
- Search for patterns of inadequate attribution in a paper and explain the importance of academic integrity when evidence of plagiarism is detected.
- Provide samples of appropriate attribution and manuals or links to further information.

Student Responsibilities
Students are expected to uphold Dickinson College's Community Standards. When seeking help from a librarian for citation and attribution, students should be aware of the following:

- Students are ultimately responsible for constructing their own bibliographies/works cited lists and for giving proper attribution to all sources consulted.
- Students must proofread their own work for accuracy and adherence to the correct citation style. Librarians cannot engage in line-by-line editing of a bibliography/works cited list or research paper.
- Students must know what citation style they are required to use for each paper as this will change depending upon the subject and professor. Librarians cannot offer accurate advice without this information. If in doubt, verify with your professor before meeting with a librarian. This information is often found on your syllabus or assignment prompt.
- Students must keep track of their own research and know what sources they are quoting or paraphrasing, as well as when another's work is consulted in the body of a research paper.