

GENERAL EDUCATION COURSE PROPOSAL
WEBER STATE UNIVERSITY
COMPUTER AND INFORMATION LITERACY

Requirement(s) (check all that apply):

- ☐ Part A: Word Processing
☐ Part B: Operating Systems, E-mail, and Graphic Presentations
☐ Part C: Spreadsheets
☒ Part D: Information Literacy (Library and Internet Research Skills)

Date: September 17, 2013

College: Library

Department: Library

Catalog Abbreviation: LIBS

Catalog Title: Information Resources in History

Course Number: 2504

Credit Hours: 1

New: ☒

Renewal: ☐

Course description as you want it to appear in the catalog:

Intended for students interested in history, this one credit hour course will assist them in developing information literacy and basic research skills to support life-long learning. Students will develop skills in identifying, locating, retrieving, documenting and critically evaluating both electronic and print resources that are appropriate for undergraduate research, with an emphasis on resources in history. Completion of this course meets part D of the WSU Computer and Information Literacy requirement.

COMPUTER & INFORMATION LITERACY GENERAL EDUCATION MISSION STATEMENT

The Weber State University Computer and Information Literacy (CIL) requirement provides students with the ability to use computers, the Internet, and library resources. Specifically it provides students with skills and knowledge to input, format, find, identify, retrieve, analyze, and evaluate information to support academic success and lifelong learning.

Course Title: Information Resources in History

Department: Library

Provide justifications in Sections A-D for each of the CIL Part Requirements checked above.

- A. Justification for Course Covering **CIL Part A Requirement: Word Processing.**
- B. Justification for Course Covering **CIL Part B Requirement: Operating Systems, E-mail, and Graphic Presentations.**
- C. Justification for Course Covering **CIL Part C Requirement: Spreadsheets.**
- D. Justification for Course Covering **CIL Part D Requirement: Information Literacy.**

Part D Core Competencies:

- D1. Identify Information Needs: Use the research process, construct a research question with a manageable focus, differentiate and apply different types and formats of information (scholarly/popular, primary/secondary, etc.).
- D2. Find Information Effectively: Demonstrate how information is organized, use Boolean Logic and other search strategies to effectively use library catalogs, article databases, and Internet search engines.
- D3. Critically Evaluate Information: Identify and apply evaluation criteria to assess the quality of information retrieved.
- D4. Use Information Ethically: Demonstrate the importance of properly and correctly citing a source used. Identify what constitutes plagiarism and how to avoid it.

Describe how the course prepares students to successfully complete tasks related to Information Literacy. Cite specific lecture topics, written assignments, and/or lab projects that address each of the core competencies listed above. Refer to your attached syllabus as needed.

Note: *Information Resources in History* will be taught online using a WordPress blog (<http://rememberwhereweparked.wordpress.com>) and Canvas. Readings, assignment examples and completed student assignments are posted to the blog. Canvas is used for assignment

directions, returning graded assignments, conversations about assignments, grades, etc. Blog use is based the results of an experimental LIBS 1704 course taught spring 2013.

Use Information Ethically

Information Resources in History begins with readings and an assignment on using information ethically. Students find an online source on a subject relating to plagiarism or intellectual property rights. They are required to do a basic citation (example given) and write a paragraph or two describing how their source illustrates plagiarism or another concept within the broader category of intellectual property rights.

Identify Information Needs:

Students choose a topic related to the class theme. The class theme for spring 2014 is cultural heritage. They write a research question and choose appropriate keywords and key phrases for use on later assignments.

Knowing information types and formats is crucial for history students. They are required to find sources for their research question in each category and explain what type of source they have found and how it is appropriate for their topic.

Find Information Effectively, Critically Evaluate Information and Use Information Ethically (citing)

Assignments for the remainder of the class combine finding, evaluating and citing sources. For 2504, the source types are primary, oral histories, books, articles, and web. Students use their research question and keywords to find sources, evaluate the sources, and cite their source using an appropriate citation style (Turabian/Chicago for history majors, MLA or APA for the rest.)

Students taking 2504 do two additional assignments using primary sources and oral histories. For the primary source assignment, students are required to find an online primary source, evaluate it, discuss whether it is adapted (e.g. a digitized copy) or not and what effect adaptation might have on its use. Finally, they will need to cite the source.

For the oral history assignment, students will be required to evaluate a short oral history from *World War Z: An Oral History of the Zombie War*. (Purchase of the book will not be necessary.)

COMPLETE THE FOLLOWING

1. Has this proposal been discussed with and approved by the department? *Yes*.
2. List those general education courses in other departments with similar subject matter and explain how this course differs.

This course differs from general education courses in other departments in its focus on finding

the best research resources effectively. Other courses may address information ethics, citations, and often research questions, but the focus in other classes is on completing an assignment well, not on the finding and use of the information itself.

3. If the proposed new general education course affects course requirements or enrollments in other departments, list the departments and programs involved and attach comments from each.

N/A

4. Attach a syllabus of the course. Include the number of contact hours per week and the format of these hours (e.g., lecture, lab, field trip, etc.).

New Courses Only:

5. Discuss how you will assess student learning outcomes associated with this course

There will be a pre-test and a final exam to test student knowledge of the core competencies identified for information literacy. I give credit to encourage students to think about their answers.

Well done assignments are an indicator that the course has been successful in teaching core competencies.

Current General Education Courses and Existing Courses Seeking General Education Status:

6. Discuss how you have assessed the applicable or identified student learning outcomes associated with this course.

N/A

7. How has this assessment information been used to improve student learning?

N/A

GENERAL EDUCATION COURSE APPROVAL PAGE

Approval Sequence:

Jean Hubbard 9/17/13
Department Chair/Date

Jean Hubbard 9/17/13
Dean of College/Date

University Curriculum Committee/Date

Passed by Faculty Senate _____ Date