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*Treading New Paths: How Creative Collaboration Transformed Teaching the Research Process to USC Upstate's First-Year Students*

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University of South Carolina Upstate's First-Year Information Literacy Program

- Collaboration of the Library, the Center for Student Success, First-Year Composition Sequence
- Cross-course cooperation and coordination: University 101, English 101, English 102
- Sequenced library instruction – three sessions (one in each course), each with different focus
- iPod (Mp3) Tour and Assignment to introduce physical library, collections, service points
- Intentional teaching of information literacy skills
- Focus on research as a process – ACRL Standards introduced as model of the research process
- Finding ways to bind the library session to the course through pre-session preparation and post-session follow-up

	<b>University 101</b>	<b>English 101</b>	<b>English 102</b>
<b>Theme</b>	Library 101 (Welcome to the Library!)	Research 101 (Developing Research Skills)	Research 102 (Expanding Your Research Skills)
<b>Objective</b>	Students will be introduced to the concept of information literacy (research process), library resources, services and organization, and will be able to find a book or an article using the library catalog and databases.	Students will understand the stages in the research process necessary for completing a class assignment and will develop the skills needed to find and use library resources appropriate for that assignment.	Students will refine and expand their research skills and understanding of the research process through the completion of a class assignment using appropriate library resources.
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Research Process and Information Literacy</li> <li>• Library Web Pages</li> <li>• Types of Library Resources*</li> <li>• Basic Library Services*</li> <li>• Basic Searches for Library Materials in the Online Catalog and an Article Database</li> </ul> *Partially covered on iPod Tour.	<ul style="list-style-type: none"> <li>• <b>The following is a framework to be modified by the professor and librarian as necessary.</b></li> <li>• Research Process (Where are we?)</li> <li>• Reference Sources*</li> <li>• Finding Articles (Article database and Journal Finder)</li> </ul> *May be covered by a reference assignment given before the library session.	<ul style="list-style-type: none"> <li>• <b>The following is a framework to be modified by the professor and librarian as necessary.</b></li> <li>• Brief Review (as needed)</li> <li>• Citations, Abstracts</li> <li>• Overview of Resources for Assignment</li> <li>• Refining Search Strategies in Library Catalog and Article Databases</li> <li>• Evaluating Search Results</li> </ul>
<b>Notes</b>	The library orientation session for University 101 will be preceded by an iPod (MP3 audio) tour of the library, during which students will complete a set of questions for a grade. Students will need to complete this assignment before the library session.	Professors have the option of assigning the iPod Tour/Library Assignment to English 101 students not enrolled in University 101 before their scheduled library session.	Professors have the option of assigning the iPod Tour/Library Assignment to English 102 students who have not had a previous library instruction session prior to the scheduled English 102 session.

Library Instruction Sequence for First-Year Program.

iPod Tour and Library Assignment may be accessed at:

<http://www.uscupstate.edu/library/aboutlibrary/default.aspx?id=11368>

First-Year Program Documents may be accessed on the Library Instruction page:

[http://www.uscupstate.edu/library/aboutlibrary/default.aspx?id=1438#First\\_year](http://www.uscupstate.edu/library/aboutlibrary/default.aspx?id=1438#First_year)

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 Freshman Students* please see the For Students link from the Library Home Page.

The information literate student . . .

1. Knows the nature and extent of the information needed.

- Chooses and focuses a topic.
- Develops a thesis statement or research question for a topic.
- Reads background information on the topic.
- 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.

- 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.
- 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.
- Understands the organization of information in the physical Library and online.
- Analyzes results of searches to find best information for research need regardless of format.

3. Evaluates information and its sources critically.

- Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Summarizes main ideas, analyzes structure and logic of arguments, recognizes bias.
- Synthesizes main ideas, reconciles differences, selects usable information from sources consulted.

4. Uses information effectively to accomplish a specific purpose.

- Organizes paper or presentation appropriately and effectively.
- Demonstrates whether a hypothesis is valid or a research question has been answered.

5. Uses information ethically.

- Uses standard techniques of quotation and documentation.
- Demonstrates an understanding of what constitutes plagiarism.
- Follows laws, regulations, institutional policies and established etiquette in accessing and using information.

(This adaptation of the *Standards* is intended as a handout in University 101 to introduce students to the concept of information literacy.)