

INFORMATION LITERACY STRATEGY: A CASE STUDY OF THE MANAGEMENT DEPARTMENT AT THE U.S. COAST GUARD ACADEMY

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ABSTRACT

The challenge of academic research is not to find information but to select, organize, and evaluate the validity and reliability of the information available. The paper presents the Information Literacy (IL) strategy that has been developed for the advancement of IL skills in an undergraduate program in the Management Department at the USCG Academy. The authors demonstrate IL strategies within the coursework they teach and how an integrated IL strategy responds to educational IL standards and requirements. The paper lists the IL exercises that were developed and used in the following courses: Macroeconomics Principles (freshman level); Organizational Behavior and Leadership (sophomore level); Introduction to Business (sophomore level); Marketing (junior level); and Management Information Systems (junior level). Each course provided within Management major serves as a model for the development of the IL skills that are structured to develop the IL skills sequentially from freshman to senior year in an undergraduate program.

Key words: *Information literacy competency; strategy; exercises; management education*

1. INTRODUCTION

The Information Literacy (IL) concept was developed in response to emerging technologies that have changed the ways students access, analyze, evaluate, and use information available from a variety of sources (Cox and Lindsay, 2008). Instruction of IL emphasizes critical reading, evaluation, and the use of information to produce understanding and application of new knowledge (Grassian and Kaplowitz, 2001). The Association of College and Research Libraries (ACRL) developed professional standards on IL and defined them as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ACRL 2000). Academic institutions have responded to the challenges of developing and enhancing their IL initiatives by involving librarians, faculty members, and an IT administrative staff (Breivik, 1998).

Over the years, the IL program has been gradually integrated throughout the curriculum across all majors at the U.S. Coast Guard Academy (CGA). The attainment of the IL educational outcomes at the CGA is currently based on the Association of College and Research Libraries (ACRL) standards and has been established for development and assessment within a coursework from freshman year to senior year. To ensure that IL skills are being successfully taught in the Management department, the cadets’ attainment of IL skills needs to be systematically measured and assessed. As a result, the IL strategy across all Management courses is expected to change over time in order to meet the IL accreditation expectations and standards.

The purpose of this paper is to present an integrated model of IL that has been developed in an undergraduate Management program at the CGA. The paper lists the IL exercises that were developed and used in the following courses: Macroeconomics Principles (freshman level); Organizational Behavior & Leadership (sophomore level); Introduction to Business (sophomore level); Marketing (junior level); and Management Information Systems (junior level). The paper illustrates how the different IL standards can be developed through the entire undergraduate curriculum. Specific examples are provided to illustrate flexibility in a way that IL can be taught across various courses.

2. LITERATURE REVIEW

IL education dates back to the late 1800s with academic librarians teaching bibliographic workshops and providing library tours. Since then, IL instruction has changed and evolved to incorporate technology and to be more student focused across all stages of academic education: elementary school, secondary school, and higher education (Guskin, 2007). The review of the literature has demonstrated how the meaning of the concept *information literacy* has expanded during the last twenty years. The challenges of the IL education in the 21st century are related to the growing requirements for the effective handling of information, and how the academic profession has responded to the changes in technology and standards (Burkhardt et al., 2003). Today, undergraduate students need IL skills that enable them to access and navigate the growing amount of information, to select

appropriately the credible and reliable information they need, to read critically and think independently as they produce their own ideas, and then to use that advanced information for their academic and professional careers (Owusu-Ansah, 2003).

As undergraduate institutions respond to the challenges of developing and enhancing their IL initiatives, they recognize that faculty, librarians, technical and administrative staff members are all responsible for the success in undergraduate programs (Oakleaf, 2008). To facilitate a successful IL strategy, institutions should provide structured professional development opportunities as well as recognize and encourage informal efforts by their own faculty and staff as part of a larger curricular strategy. Given the goals of students' learning, each academic institution must determine the best strategies for meeting its IL goals, given its mission, objectives, and overall curricular design. These strategies involve selecting the most effective curriculum model and then providing support for that model, such as professional development opportunities and incentives (Jarson, 2010) for meeting IL standards and changes in available information and resources.

The concept of IL features critical reading, evaluation, and the use of information to understand and produce new knowledge. The Association of College and Research Libraries (ACRL) published a definition of a college student who is information literate in Information Literacy Competency Standards for Higher Education (2000). According to the National Forum of the ACRL, IL skill is: "*the ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively use that information for the issue or problem at hand.*" This approach of defining IL skill encourages critical thinking and reflection in the context of the increasingly extensive amounts of information that is available through a wide range of resources and technologies (Moll, 2009).

There are three major models for the development of an IL program: *separate or compartmentalized curriculum; the integrated or distributed curriculum; and a combination of these two strategies* to achieve the institution's desired IL learning outcomes (Elmborg, 2003). In the separate or compartmentalized curriculum, IL is taught as a stand-alone course, and it can appear in the curriculum at the lower or upper academic level (Oakleaf, 2008). For example, some institutions provide their IL instruction in general education programs that focus on the first two years of college, either in a separate course or repeated throughout the general education curriculum (Williams, 2013). Courses in the separate curriculum model usually emphasize the first stages of the IL model: identifying the information needed, finding that information, and evaluating the sources. The remaining aspects, evaluating and understanding the content and using it ethically and legally for a specific purpose, are the responsibility of faculty in the disciplines. These single courses can satisfy all of an institution's IL goals, as the IL skills need to be addressed and reinforced at various levels of a student's undergraduate program. The stand-alone IL courses can be taught by academic staff or librarians (Donnelly, 2000).

Derakhshan and Singh (2007) argue that students, who are exposed to IL training through a sequence of courses, are exposed to overall curriculum that provides progressively advanced components that are far beyond a baseline of skills developed in the separate curriculum model. The authors recommend specialized instruction within students' major fields of study. In an integrated curriculum, model must be incorporated across various disciplines and co-curricular activities that address a core set of IL skills, which can be blended from freshman level into upper-level and finally senior courses.

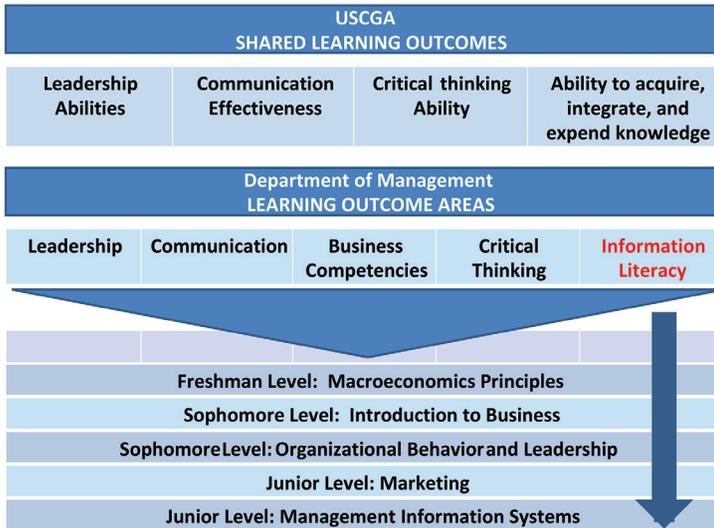
An advantage of this integrated curriculum model is that it places IL education in the context of the discipline, thereby deepening students' IL skills within their chosen fields (Popescu and Popescu, 2003). As upper division students are mature and possess a wider range of experiences to the process of framing the research questions, therefore this second model is highly recommended for IL education. This model allows students at a senior year to easily: identify ambiguous sources, explore, devise complex search strategies, as well as engage in deeper analysis of the content and present new insights or new knowledge to their chosen audiences (Brown and Krumholz, 2002). However, a combination of both methods has been found to be effective IL strategy producing the most successful learning outcomes. A single course is designed to provide the best IL practice at a lower level of undergraduate education and then integrating it into the overall IL strategy across all courses within a particular program or major produces a comprehensive IL educational strategy over the remaining years of undergraduate education.

3. THE CGA INFORMATION LITERACY LEARNING OUTCOMES AND STRATEGY

The CGA Management department recognizes that IL is an *independent* and *lifelong learning* skill that is critical to the success of every CGA cadet, the CGA and the Coast Guard (CG) as an organization. IL skills furnish cadets with the *critical skills* necessary to become *independent* and *lifelong* learners. The CGA expects that all graduating cadets understand and can adapt to the characteristics of the Information Age. During four years of undergraduate study, cadets are expected to develop and master *business competencies*, *communication skills*, *leadership skills*, *critical thinking skills*, and *information literacy skills* in order to become knowledgeable and accomplished public service employees. Those skills, as illustrated in Figure 1, are closely related to the shared learning outcomes for the overall learning outcomes at the CGA.

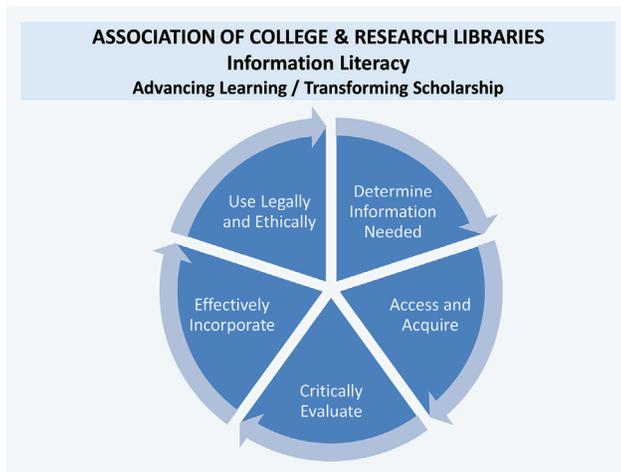
The CGA Management Department has been using the Association of College and Research Libraries' (ACRL) definition of IL and has adopted five competencies or outcomes for the IL initiative. These competencies were developed in 2000 by the ACRL and published as *Information Literacy Competency Standards for Higher Education*. According to the ACRL, an information literate student is someone who can: (1) determine the extent of information needed; (2) access the needed information effectively and efficiently; (3) evaluate information and its sources critically; (4) incorporate selected information into one's knowledge base; (5) use information ethically and legally to accomplish a specific purpose as presented in Figure 2. As these skills are critical, the IL education programs must guarantee that development of those skills is integrated across the Management curriculum so that every graduating student becomes IL competent.

Figure 1. Learning Outcome Areas for Management Majors at the USCGA



Source: Provided by Department of Management, USCGA

Figure 2. Information Literacy Competency Standards for Higher Education



Source: Association of College & Research Libraries (ACRL)

Table 1 presents the CGA Management department Shared Responsibilities for Learning IL Skills. The IL competencies at the CGA are based on the ACRL IL Competency Standards for Higher Education with tiered expectations for freshman, sophomore, junior, and senior levels. Introduction and practice of IL standards across CGA Management curriculum has been accomplished at the CGA through the librarian-led sessions and by the Management faculty. Classroom lectures, activities, and modules related to research and writing assignments have been carefully crafted and integrated into the CGA curriculum to ensure that all cadets are developing and mastering IL competencies and skills.

Table 1. Shared Responsibilities for Learning IL Skills

	Information Literacy Skills	Responsibility
Know	Determines the nature and extent of information needed	Starts with the faculty member; reinforced by librarians
Access	Efficiently and effectively accesses information sources	The librarian usually leads, with faculty support
Evaluate Sources	Critically evaluates information sources	The librarian may lead initially; faculty make the ultimate determination from student’s work product or performance
Evaluate Content	Critically evaluates information content; considers impact on student’s prior knowledge, value system, and future direction in life	Faculty leads in classroom or other course context; student also may consult librarians, external subject experts, or peers
Use	Uses information found to accomplish a specific purpose	Faculty leads; can be reinforced by librarians
Ethically / Legally	Understands the economic, legal, and social issues surrounding the acquisition and use of information	Faculty and librarians jointly and continuously

Source: Provided by Department of Management, USCGA

4. INTEGRATED INFORMATION LITERACY STRATEGY

The Management Department had originally developed IL instruction within some individual Management courses. Over time, however, the Management department faculty purposefully chose an integrated strategy for the IL education by gradually including IL instruction in specific Management courses. The Management department integrated model at the CGA is based on a 4-stage IL strategy (Figure 3). According to Figure 3, there are seven courses that are offered outside of Management major coursework and five Management major courses that are taught by the Management department faculty with the IL strategy initiative with the CGA library instruction and assistance. Those courses include: *Freshman Academic Orientation*, *English Composition and Speech*, *History of the US Coast Guard*, *Writing About Literature*, and *Macroeconomics Principles* at the Freshman level; *Criminal Justice*, *Introduction to Business*, *Leadership and Organizational Behavior*,

and *Physics II* at the Sophomore level, *Marketing and Management Information Systems* at the Junior level, and a *Capstone Project* at the Senior level.

The IL skills and expected outcomes that must be demonstrated across four years of the undergraduate program are presented in Table 1. At the senior level cadets must acquire the essential understanding of the location and access issues, the research process, critical thinking and evaluation of information, citation, documentation; their senior projects demonstrate these abilities. The courses marked in light blue color represent courses that are included in the IL educational strategy. Courses marked in darker blue with red font are IL-based courses for Management majors only.

Figure 3. Integrated IL Strategy in Management Major at the CGA

STAGE ONE: *Fourth Class Year (Freshman Level)*

Fall Semester	Spring Semester
4/c Academic Orientation	Intro to Literature
Statics & Engineering Design	Calculus II
English Comp & Speech	Personal Defense I
History of the U.S Coast Guard	Physiology of Fitness II
Calculus I	Chemistry II
Physiology of Fitness I	Nautical Science I
Chemistry I	Macroeconomic Principles
Swimming I	

STAGE TWO: *Third Class Year (Sophomore Level)*

Fall Semester	Spring Semester
American Government	Intro Electrical & Computer Engineering
Criminal Justice	Probability and Statistics
CPR Professional Rescuer	Lifetime Sports I/ Racquetball
Physics I	Lifetime Sports II/Golf
Introduction to Business	Physics II
Leadership and Org. Behavior	Nautical Science II
Microeconomic Principles	Financial Accounting

STAGE THREE: *Second Class Year (Junior Level)*

Fall Semester	Spring Semester
Criminal Justice	Morals and Ethics
Management Information Systems	Lifetime Sports II/Tennis
Personal Defense II	Financial Management
Nautical Science II	Operations & Project Management
Managerial Accounting	Leadership and Org. Development
Human Resource Management	Marketing

STAGE FOUR: *First Class Year (Senior Level)*

Fall Semester	Spring Semester
Maritime Law Enforcement	Oceanography
Nautical Science IV	Legal Environment of Business
Strategic Management	Public Management Consulting
*Major Area Elective	*Major Area Elective
*Free Elective	*Free Elective
CAPSTONE (one semester)	CAPSTONE (one semester)

Lighter Blue – Library Instruction
 Darker Blue/Red Print – Core for Management Instruction
 Source: The CGA Library

4.1 Standards of learning information literacy

Developing *lifelong learners* is central to the mission of the CGA Management Department. The Management courses are advanced to ensure that graduates acquire the intellectual capabilities of *reasoning* and *critical thinking*, and learn the skills that provide the foundation for continued growth throughout their CG careers and beyond. As IL has become a key component and contributor to the development of *lifelong learning*, the Management Major’s learning extends beyond formal classroom settings. It has been structured to provide practice with *self-directed* investigations as Management majors move into specific research projects and internships, their first professional positions as Junior Officers and further through their CG careers, and increasing responsibilities in all areas of life. Because IL augments cadets’ competency with evaluating, managing, and using information, it is now considered by the Management Department faculty as one of the six key learning outcomes.

Over the years with the AACSB accreditation standards in mind, the Management department has defined five areas of competency, with the 6th competence, IL being recently added to the list. Those are all areas in which Management majors are being assessed during their time in their degree program. In addition to discipline specific content, individual course curriculum is designed to measure those competencies that are appropriate

for the specific course. For the CGA Management Department, IL is the ability to know when information is needed and to access, evaluate, and use information effectively and ethically. As a result, the Management Department faculty assumes that information literate cadets demonstrate these five competencies:

- The information literate student determines the extent of the information needed;
- The information literate student accesses needed information effectively and efficiently;
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
- The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information; and
- The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.

The successful attainment of these skills will enable Management majors to excel at their course work and throughout their lives. Because these skills are fundamentally important to our cadets' development, a course IL sequence has been developed, implemented, and used within the Management Major. The next section of the paper provides examples of standards.

4.2 Examples of information literacy exercises

This section presents IL assignments that were designed as an integrated model of IL skills development at the CGA. Students are most receptive to IL instruction when it is needed for an existing assignment. Consequently, we have placed information literacy elements into classes with relevant assignments throughout the four years the cadets are at the CGA. IL assignments have been developed for several Management major courses that span from freshman year to senior year. There is at least one IL related assignment each semester. The CGA Management department integrates IL criteria seamlessly throughout the coursework. Assignments frame the research questions and ask students to find, select, and analyze the sources, then use their content effectively, ethically, and legally. Each faculty member judges the IL skills of his or her students in the classroom.

Examples of the IL assignments from the numerous Management courses are included in Appendix 1. Those assignments come from the following courses in Management Department: *Principles of Macroeconomics, Introduction to Business, Organizational Behavior and Leadership, Marketing, and Management Information Systems*. An example of an assignment from each course is provided in Appendix 1.

The Minimum Wage assignment is the first assignment in the *Macroeconomics Principles* course where development of the IL skills is emphasized. Cadets are required to use the library's databases to find articles on the issues related to minimum wage rate, where at least one article must be "scholarly" and "the popular press." They also learn to distinguish between "scholarly" and "academic" journals and are introduced to the concept of reliable IL sources, citation styles, and the elements of ethics within the IL.

Introduction to Business is taught during the first semester of a cadet's second year. It is the first course in the Management degree curriculum and is responsible for providing a broad overview of the main business topics which are taught in follow-on courses. As such, it is charged with reinforcing IL topics learned during freshmen year and focusing in implementing IL in business specific topics. The assignment presented in Appendix 1 is a three-lecture workshop series of assignments, which build upon the preceding assignment, to walk the students through the accepted IL standards. Through the workshop students are taught the research and critical thinking skills necessary to complete the semester-long business research paper which typically includes the citation of 60+ scholarly sources.

In an Organizational Behavior and Leadership course cadets are studying leadership theories and are expected to identify their own identity. In order to determine their self-leadership characteristics, the IL assignment used in this class requires cadets to answer the question: *What makes "THEM"* through the lenses of different identity styles and leadership theories. They must determine and analyze the factors and processes that shaped their own identity and personal characteristics. By answering the question "Who are you, who do you want to be, and how will you get there?" they become self-aware and effective leaders. This paper is not a story of their life, but a critical analysis of cadets' past, current, and future identities via the different models from the course and literature review. By finding and analyzing numerous articles for their papers, cadets learn the process of finding information in both "scholarly" and "academic" journals and determine reliability of the sources they found.

The Marketing course introduces management majors not only to basic management concepts and issues but also builds on the skills learned in earlier courses conducting research and mastering IL. In order to complete a 15-page research paper cadets are expected to select a business firm, examine the firm's marketing strategy, and evaluate how that strategy relates to the industry the firm operates in. Research results are presented by each cadet to the class at the end of semester. By conducting research through seven milestone deliverables over nine weeks, IL class exercises are used to guide cadets on their projects and the proper use of the literature and resources that are available through the library and on the internet. IL skills developed in this course are assessed by an instructor and included in a term paper grade that accounts for 50 percent of a final grade.

The Management Information Systems (MIS) course explores the topics of information systems, information technology, and how organizations leverage them to support their strategic objectives. A case study assignment in the MIS course gives cadets the opportunity to apply MIS concepts to an organization of their choice in order to develop IL through their evaluation and selection of reliable sources. By analyzing and contrasting examples of IL resources cadets are able to identify good and bad resources. Cadets are using variety of sources that include one magazine, one newspaper article, and the subject organization's website. The course guide on the library's website serves as a good starting point for cadets' research.

5. CONCLUSION

Integrating IL into the curriculum is about building skills for independent and lifelong learning in a systematic way throughout a student's career. Undergraduate students should be able to find, evaluate, process, present and communicate information in any work or life situation. The CGA's mission is that all graduating CGA cadets understand and can adapt to the characteristics of the Information Age. Cadets are required to develop and master strong *analytical, critical thinking, problem-solving* and *research skills* in order to become competent and skilled public service employees. The ability to obtain and use information, to make use of available technologies and resources to find and manage information, and to critically evaluate and ethically apply that information to solve a problem and conduct basic research are some of the hallmarks of an information literate individual. Gaining skills in IL increases the opportunities for cadets' self-directed learning, as they become engaged in using a wide variety of information sources in order to expand their knowledge, ask informed questions, and improve their critical thinking skills during their further *self-directed learning*. Achieving competency in IL requires an understanding that this set of abilities is not only important to the curriculum but must be fully integrated into the curriculum's content, structure, and sequence of coursework. This curricular integration also affords many possibilities for furthering the influence and impact of cadet-centered teaching methods that include: *problem-based learning, evidence-based learning, inquiry learning, and research projects*.

The Management Department IL strategy has been based on mapping IL skills over an entire program. The challenge for obtaining the most efficient promotion of IL is to develop a comprehensive range of experiences in learning about IL. The CGA librarians assist the Management Department faculty with the evaluation and selection of intellectual and information materials for programs; organize and maintain collections; and provide instruction to students (and faculty) who seek information. Incorporating IL across the Management department curricula requires the collaborative efforts of Management Department faculty, the CGA librarians, IT staff and administrators. Through lectures and by leading class discussions, Management Department faculty establish the context for learning, inspire cadets to explore the unknown galaxy of information, offer guidance on how best to fulfill information needs, and monitor students' progress. Each course provided within Management major, that has been presented in this paper, serves as a model for development of the IL skills that are structured to develop the IL skills sequentially from freshman to senior year in an undergraduate program.

STRATEGIJA INFORMACIJSKE PISMENOSTI: PRIMJER ODJELA ZA MENADŽMENT NA AMERIČKOJ AKADEMIJI OBALNE STRAŽE

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SAŽETAK

Izazov akademskog istraživanja nije pronaći informacije nego odabrati, organizirati i procijeniti valjanost i pouzdanost dostupnih informacija. Ovaj rad predstavlja strategiju Informacijske pismenosti (IP) koja je razvijena za unaprjeđenje IP vještina u preddiplomskom programu na Odjelu za menadžment USCG akademije. Autori demonstriraju IP strategije unutar kolegija kojeg predaju i pokazuju kako integrirana IP strategija odgovara na obrazovne IP standarde i zahtjeve. Rad navodi IP vježbe koje su razvijene i korištene u sljedećim kolegijima: Principi makroekonomije (prva godina); Organizacijsko ponašanje i vodstvo (druga godina); Uvod u biznis (druga godina); Marketing (treća godina); i Sustavi upravljanja informacijama (treća godina). Svaki kolegij pružen unutar studija Menadžmenta služi kao model razvoja IP vještina koje su strukturirane za razvoj IP vještina sekvencijalno od prve do zadnje godine preddiplomskog programa.

Ključne riječi: *Kompetencije informacijske pismenosti; strategija; vježbe; obrazovanje menadžmentu*

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Appendix 1. Examples of IL Assignments in Management Major at the USCG Academy

Course: PRINCIPLES OF MACROECONOMICS

Grade Level: COLLEGE FRESHMEN

Information Literacy Assignment: The Minimum Wage

Objective: TO INTRODUCE STUDENTS TO THE IDEA OF INFORMATION LITERACY

Description: In this assignment students are expected to learn and practice:

- 1) Determining key concepts and types of information (sources) that relate to concepts and research question
- 2) Accessing information using simple search strategies and retrieving information from limited and similar sources
- 3) Questioning assumptions and identifying several relevant contexts present in a position
- 4) Communicating and organizing information from sources; synthesizing information so the intended purpose is achieved
- 5) Using citations and references; paraphrasing, summarizing, and quoting; and demonstrating an understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information

Resources Needed:

The Macroeconomics Course Guide
Evaluating Information Guide (Library)
Style & Citation Guide (Library)
Databases (Library)

Government Sources
Think-Tanks
Economic Policy Institute: <http://www.epinet.org>
Employment Policies Institute: <http://www.epionline.org>

1. Use the library's databases (e.g., ABI/INFORM) to find at least 5 articles on minimum wages and provide the full reference using APA citation style. See the library's web page on citing sources (under the Citing Sources link). At least one article you cite should be "scholarly" and at least one should be from the "popular" press. For each article you cite, identify it as scholarly or popular.
2. See the description of "scholarly" or "academic" journals in the links on the Macroeconomics Course Guide page, under the heading "Evaluating Information." Use these descriptions to explain why academic/scholarly journals are more trustworthy sources of information. How do you determine whether a publication is academic or scholarly?

Other Sources of Economic Information and Research

The Economic Policy Institute (<http://www.epinet.org/>) and The Employment Policies Institute (<http://www.epionline.org/>) are think-tanks in Washington, D.C. (for a list of many important think-tanks for economic research, see the link under the AEA's "[How do you find facts...](#)" [link](#)). Both organizations publish a significant amount of information on mandated wage policies in the US (e.g., minimum wages and living wages).

3. Visit the Economic Policy Institute webpage and look at its writings on minimum wages. From what you learn here, do you conclude that minimum wage laws are good economic policies?
4. Now visit The Employment Policies Institute website and look at their literature on minimum wage laws. Using exclusively this site, what conclusion would you draw concerning the wisdom of minimum wage laws?
5. Why do you think there are such large differences in the analysis and conclusions regarding mandated wage laws at these two think-tanks? Learn as much as you can about these institutions: Who funds them? Do they have political motives? Use the CRAAP test as a guide to evaluate these sources. Does this help explain what you found in questions (1) and (2)?

Government Sources of Economic Data and Research

6. The Federal Government collects and publishes data on the US economy. The Bureau of Labor Statistics (www.bls.gov) is an important source of economic data. Go to this website and find the mission of the BLS. Who does the BLS work for? Should one consider the BLS information to be unbiased? What evidence do you have for your conclusion? Why is this important to know whether the BLS information is biased or unbiased?
7. On the homepage of the BLS you will find the link, "Demographic Characteristics of the Labor Force" under "Demographics." Click on this link and you go to the Current Population Survey (CPS) homepage. What is the CPS?
8. On the CPS homepage search for the document, "Characteristics of minimum wage workers: 2014". Use this link to briefly describe the typical minimum wage worker in the U.S. Cite this information properly.

Bring It Together

One purpose of minimum wage laws in the US is to alleviate poverty. What is the evidence tell you about how minimum wage laws' impact poverty in the US? Provide a 500-700 word summary of the evidence. Cite your sources using APA format.

REFERENCE: Sicilian, P., Simons, G., & McKendall, M. (2012). Using Economics Courses to Teach and Assess Basic Information Literacy. *Journal of the Academy of Business Education*, 139-104.

Course: ORGANIZATIONAL BEHAVIOR & LEADERSHIP (OB&L)

Grade Level: COLLEGE SOPHMORE

Information Literacy Assignment: Personal Identity Paper to reflect on past experiences and analyze responses through identity and leadership theory

Objective: TO REINFORCE THE STANDARDS OF INFORMATION LITERACY

Description: In this assignment students are expected to learn and practice:

1. Reflection on past experiences
2. Research on identity theory
3. Research on leadership theory
4. Integration of personal experience and theory
5. Validation of research through personal experience
6. Effective communication through writing

Resources Needed:

Organizational Behavior & Leadership Text

Databases (Library)

Common Language Writing Rubric (Writing Center)

Information Validity Handout

1. Reflect on past experiences and analyze them through current research to construct a validated personal identity or leadership theory.
2. Begin working on the assignment in the Reading and Writing Center at the Library. Writing center staff will help you validate thesis and initiate research agenda.
3. Use the library's databases to find at least 3 articles on identity/ leadership theory and submit an annotated bibliography with the full reference using APA citation style. All articles should be "scholarly" or "academic". Additional articles may be used, but are not required to be "scholarly" or "academic".
4. See the description of "scholarly" or "academic" journals in the links on the library's website under Citation Sources.
5. Bring final draft to Writing Center for writer's workshop prior to submission. With a validated thesis and research, Writing Center staff will help ensure that all components of the assignment are met.

Bring It Together

Use *personal reflection, insight from classroom theory, and a comprehensive literature review*. This paper is **not a story about your life**, but a critical analysis of your past, current, and future identity via the different models from this course and your literature review. Your literature review must include at least three **academic** sources that prove your thesis.

Course: MANAGEMENT INFORMATION SYSTEMS (MIS) **Grade Level:** COLLEGE JUNIOR

Information Literacy Assignment: Organizational Case Study

Objective: TO INTRODUCE STUDENTS TO THE IDEA OF INFORMATION LITERACY

Description: In this assignment students are expected to:

1. Define the scope of the research question and key concepts
2. Select types and sources of information that relate to the concepts covered in class
3. Answer research question and access, organize and synthesize information from resources
4. Use citations and references, using information in ways that are true to original context
5. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information
6. Use course concepts, such as the strategic alignment of information technology (IT), Moore's Law, and social media as the context to analyze an organization's use of IT and/or information systems (IS)

Resources Needed:

Management Information Systems Text

Common Language Writing Rubric

Research Databases (Library)

Style & Citation Guide provided by the instructor

Management Information Systems Course Guide

Please use the above resources to accomplish the following assignments:

Content: Present two sources of information of varying quality which cover the same topic. Students should discuss which is the better source and why.

Assignment:

Please review the following two online sources discussing Walmart's use of information technology, information systems, and data:

<http://wal-m.blogspot.com/p/information-systems.html>,

<http://www.informationweek.com/strategic-cio/executive-insights-and-innovation/wal-mart-cio-kare-nann-terrell-data-analysis-key-to-customer-insights/d/d-id/1320198> .

- II. Analyze content of information provided in each source and then evaluate each source for its importance, correctness, accuracy, reliability, and/or shortcomings.
- III. Evaluate the relative quality of the sources and present rationale for your answers.

Content: Present students with a topic and one online source. Students will identify one or two additional online sources related to the same topic, but of better quality.

Assignment:

- I. Please review the following one online source discussing the 2014 information security breach of Home Depot: <http://codedx.com/home-depot-data-breach-hammers-56-million-credit-cards/> .
- II. Analyze content of information provided in this source and then evaluate the source for its importance, correctness, accuracy, reliability, and/or shortcomings. Please provide a rationale for your answer.
- III. Please find and identify two additional sources which present the details of the Home Depot data breach but correct the deficiencies of the source presented above.

Bring It Together

Please select an organization or a company in order to analyze and evaluate its use of information systems and information technology. Then, find six credible online resources, excluding the textbook, that analyze and evaluate its use of information systems and information technology. Your sources should include at least one magazine, one newspaper article, and the subject organization's website. The course guide on the library's website will serve as a good starting point for your research. Please cite your sources using APA format.

Course: INTRODUCTION TO BUSINESS

Grade Level: COLLEGE SOPHOMORES

Information Literacy Assignment: 3-Lecture Workshop

Objective: TO REINFORCE THE STANDARDS OF INFORMATION LITERACY

Description: In this assignment students are expected to learn and practice:

1. Defining the scope of research completely and determining key concepts and types of information (sources) that relate to concepts and research question.
2. Accessing information using a variety of search strategies and information sources while also demonstrates the ability to refine searches. Identifying their own and others' assumptions and several relevant contexts when presenting a position.
3. Communicating, organizing and synthesizing information from sources in order to achieve the intended purpose.

Resources Needed:

Evaluating Information Guide (Library)

Databases (Library)

Style & Citation Guide (Library)

1. **Content:** In this assignment you will gauge if there is enough information to support the author's argument.

Assignment #1:

Summarize the assigned Bloomberg BusinessWeek article on the opinionated topic; identify all statements which are unsupported or under-supported. (Teaching note: does the student simply agree with the author or do they see the need for more information?)

What other topics is this article related to? Using graphical representation, show connections with the greater environment. Why the author did or did not include other information?

2. **Content:** In this assignment you will compare and evaluate the results of searches using a search engine, subscription databases, and the library catalog.

Assignment #2: How susceptible are U.S. companies to cyber-attacks?

Document and perform five searches on the topic using any method you choose.

Perform five new searches using the techniques taught by the librarian. Compare and contrast your results.

Homework: Write an outline for a paper answering the original question with in-body citations and bibliography in APA format.

- 3. Content:** In this assignment you will evaluate on-line sources and compare different sources for reliability, accuracy, authority, bias, etc.

Assignment #3: Use the CRAAP test to evaluate sources.

Using your results from the second search you performed during the last class, apply the CRAAP test to your sources and identify if any are invalid.

Homework: Revise the first outline and include more sources

Assignment #4: Write a short reflection essay answering the following: What's the difference between downloaded music and intellectual contributions? How would you react if another student takes your idea and includes it in an assignment without giving you credit?

Bring It Together

Using the research techniques learned throughout this workshop, generate an outline for a paper about a current business leader. Document the background of the company, the background of the industry and competitors, the major challenges or obstacles the leader has faced. Cite your scholarly and popular sources using APA format and include the CRAAP score for each one.

Course: MARKETING

Grade Level: COLLEGE JUNIORS

Information Literacy Assignment: Assignment integrated throughout the course to require students to dig deeper and think critically

Objective: TO REINFORCE THE STANDARDS OF INFORMATION LITERACY

Description: Throughout this course, students are expected to:

Define the scope and sources of the research question and accesses information using well-designed search strategies and find appropriate information sources.

Thoroughly, systematically, and methodically analyze own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.

Communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth as well as correctly use citations and references, choice of paraphrasing, summary, and quoting.

Use information in ways that is true to original context and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.

Understand key marketing concepts such as industry, segmentation, share, brand, mix, life cycle, pricing, distribution, packaging, promotion, competition, international issues, benchmarking, and financial analytics of performance.

Resources Needed:

Course Textbook: MARKETING by Lamb, Hair, and McDaniel

Evaluating Information Guide (Library)

ISBN 1-133-19011-1

Databases (Library)

1. Reading Assignment (throughout the semester):

Read each assigned chapter prior to our class meeting in order to be prepared for class discussion. After you complete reading a chapter, identify one topic/fact/issue/statistic raised by the authors in the chapter that you disagree with the author's position/supporting facts/statistics presented and provide a reason/support for your disagreement. Document the issue and your support on a post-it-note.

The instructor will collect your post-it-notes every class and randomly select 2 or 3 to discuss at the beginning of each class. Please note that those seven assignments accounts for 10% of your term grade and therefore you are expected to work systematically.

2. Term Research Paper (a final paper due at the end of semester, but milestones throughout semester):

You are required to select a firm to examine the firm's marketing strategy, and evaluate how that strategy relates to the industry the firm operates in. At the end of the semester you will write a 15-page research paper looking at various marketing attributes of the firm of your choice; how the

firm performs at marketing, and how it compares from a marketing perspective to peer companies within its industry. Key topics that should be covered are provided in the paper grading rubric that is included in your course syllabus. There are seven milestones throughout the semester that include: 1. initial research and firm selection; 2. delivery of web review; 3. 10K review; 4. Bibliography; 5. paper outline; 6 and 7 two external reviews of your drafts by the CGA writing center. The paper grade is 50% of your final grade and the process milestones are an important part of your grade.

For the bibliography:

At least 10 sources for the paper must be identified by the bibliography milestone deliverable date.

A minimum of two of these sources must be from sources not available on the public internet. This requires you to expand beyond typical google searches. The two sources will be from CGA library databases:

- Scholarly sources available only in paid-for databases (such as ABI-INFORM) of scholarly articles
- Practitioner white papers, typically written by research organizations (such the Gartner Group) on a company or an industry and sold to their clients (but available in some paid-for databases). For example, a Gartner Group analyst's report on the automotive industry can cost thousands of dollars (or more) and is only available to subscribers. Such data can provide valuable insights into an industry, the main players and key issues within an industry.

Additional sources should be added as required as your paper develops to fill in the paper.

Bring It Together

Executive Summary of Research Paper: You are also required to write a 1 ½ to 2-page single-spaced executive summary of your research paper where you should describe three most important marketing issues to the firm or industry you have researched. You must justify and support why they are truly key takeaways. Issues will be different for each firm/ report and requires you to identify and extract what is truly important.