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Spring 2017

Incorporating Information Literacy Into Anthropology 210 (Final report)

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Fayetteville State University

Recommended Citation

Incorporating Information Literacy Into Anthropology 210
Chesnutt Fellowship Report
Erin R. Eldridge
Department of Sociology
Spring 2017

Introduction
As a member of the ninth cohort of the Chesnutt Fellowship, I believe the incorporation of information literacy assignments into my Anthropology 210 course has overall benefited my students. As a course that fulfills a Global Literacy requirement, as well as a requirement within specific departments, this course draws a variety of majors at various points along their college career. While there are typically a handful of students in each class who know how to use library resources and properly cite sources, most students seem to come into this class with minimal informational literacy skills. Since becoming a faculty member at Fayetteville State in 2015, I have thus realized the need to incorporate information literacy into my courses and the Chesnutt Fellowship program has been very useful in that process.

Syllabus Adjustments and Assignments
Prior to my participation in the fellowship, I required a short reflection paper encouraging students to think about how they could use anthropological insights in their future career path or in their everyday life. Since there is no anthropology major or minor at FSU, I feel like it is important for students to understand how relevant anthropology is to everyone, not just anthropologists. I required students to submit a draft for feedback and then a final paper. They had to use at least two sources and one had to be a scholarly source.

It became evident early on that many students had few to no skills in identifying and finding scholarly sources. I developed an online module, which involved a series of short information literacy tutorials, followed by a low-stakes quiz. This assignment, however, seemed to have a minimal impact because it was not worth enough points. Many students just decided not to complete it or take it seriously.

After the Chesnutt Fellowship workshops and discussion with my assigned librarian, Mr. Robert Foster, I made several adjustments in one section of my campus Anthropology 210 sections (See Appendices 1 and 2). First, I incorporated a brainstorming in-class writing exercise early in the semester to encourage students to begin thinking about their paper topic. I provided feedback to help students move in the right direction. Secondly, Mr. Foster and I incorporated the bibliographic session, with associated tests. Third, I required students to complete an annotated bibliography, requiring five sources. Fourth, students had to complete the paper draft in order to receive additional feedback before submitting the final paper. All of these activities collectively counted as 20 percent of their final grade, as indicated on the syllabus (See Appendix 1). The description of the assignment on the syllabus was amended to include the ACRL standards:

Applying Anthropology Paper (20%): Over the course of the semester you will complete multiple assignments that will culminate into a final paper. These assignments include: Pre/Post Information Literacy tests, a writing exercise, an annotated bibliography, a

paper draft, and a final paper. Detailed instructions will be provided in class and on Canvas. Papers will be submitted via Canvas and points will be deducted daily for late submissions. This paper is designed to encourage students to reflect on the interdisciplinary value of anthropology and the potential uses of anthropology in contexts relevant to their personal goals.

In the process, students will develop information literacy skills based on the Association of College and Research Libraries (ACRL) standards for higher education. Information literacy, according to the ACRL, includes a range of skills. It is the ability to determine when information is needed and the ability to identify and access information effectively and efficiently. Information literacy is the capacity to critically evaluate information and sources. It is the ability to use information ethically for a specific purpose with the understanding of the legal, social, and economic issues involved with the use of information. Information literacy is a continuous learning process that enables learners to become competent and self-directed in their investigations. It is especially important in today's world of ever-increasing technological change and information resources. All disciplines require informational literacy (American Library Association 2016).

Additionally, Mr. Foster and I developed an Anthropology Library Guide* for the Chesnutt Library website. As of Spring 2017, there are now three anthropology courses in the FSU catalogue; thus, a library guide will be useful for students in all anthropology courses.

Bibliographic Session and Assessments
Fifteen of the 17 students enrolled in my Monday, Wednesday, Friday 8:00am class (ANTH 210-02) participated in the informational literacy pre-test during the first week of class. The class average was 73 percent, with the high score of 90 percent and a low score of 45 percent.

On January 23rd, during the second week of class, 15 students attended the bibliographic session with Mr. Foster in the library. This session was followed by the informational literacy post-test, taken by 14 students. The class average on the post-test was 86 percent, with a high score of 100 percent, and a low score of 60 percent (See Appendices 3 and 4).

Examining questions 1-20 on the tests, most scores increased (See Appendix 4). There were two questions where the scores went noticeably down on the post-test. These were questions seven and 17. Question seven, which refers to the lack of colorful pictures in scholarly articles, decreased from 87 percent correct to 79 percent correct. Question 17, which asserts that one should assume that all data from Internet sources is copyrighted, decreased from 73 percent to 57 percent. After viewing these results, I made sure to clarify these points in class. With regard to questions 21-25, confidence levels increased after the bibliographic session.

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* FSU Chesnutt Library Anthropology LibGuide:
http://libguides.uncfsu.edu/content.php?pid=706250

Student Outcomes

Compared to my other Anthropology 210 sections in both the past and present, I believe the students in the selected section for the Chesnutt Fellowship were better able to locate scholarly sources and distinguish scholarly, peer-reviewed sources from popular articles. I specifically think the bibliographic session, my follow up discussion on information literacy, and the annotated bibliography helped students become familiar with databases and scholarly sources.

There were some continued struggles, however. Some students did not closely follow directions on both the annotated bibliography and the paper drafts. In one case, a student did not adhere to the requirement on the date of publication for sources and a couple of other students did not follow the directions for annotations (See Appendix 2). The latter specifically tried to paraphrase article abstracts instead of answering the questions to be addressed in the annotations. Overall, however, the class did well on the bibliographies and drafts, although a few students seem to struggle with grammar and sentence structure issues. I thus recommended the Writing Center and Canvas tutorial resources.

After the annotated bibliographies were submitted, I reminded students of the requirements for the draft and final paper. I also discussed the process of paraphrasing with them and reminded them of the various ways in which plagiarism occurs. I provided detailed feedback on their paper drafts, which were overall fairly good. Many students still seemed confused about the Chicago Style Author-Date formatting. Therefore, I gave them examples of both in-text citations and references in class.

Most of the 14 students who turned in final drafts performed well (A=9, B=2, C=2, F=1). A couple of students continued to struggle with the citation style, but I could see clear efforts to properly paraphrase and cite sources. One student just re-submitted the annotated bibliography as a final paper and thus did not pass.

Concluding Remarks

After participating in the Chesnutt Fellowship program, I believe I am better equipped to help students develop information literacy skills and utilize library resources. As I move forward, I plan to incorporate bibliographic sessions and annotated bibliographies into my future Anthropology 210 sections. The annotated bibliography as an extra assignment not only provides students opportunities to engage in scholarly research processes, but it also provides an additional opportunity for me to provide students feedback on the process, thus allowing room for improvement over the course of the semester. Additionally, I plan to incorporate the FSU Writing Center and SmarThinking on Canvas as part of their grade to encourage students to utilize the resources available to them to improve the research and writing process.

Reference:

American Library Association. 2016. "Information Literacy Competency Standards for Higher Education." Accessed December 27. http://www.ala.org/acrl/standards/informationliteracycompetency

Appendix 1:
Syllabus

ANTHROPOLOGY 210: INTRODUCTION TO ANTHROPOLOGY

DEPARTMENT OF SOCIOLOGY   SPRING 2017   FAYETTEVILLE STATE UNIVERSITY

Locator Information:
Instructor: Dr. Erin Eldridge
Email Address: eeldridg@uncfsu.edu   Course # and Name: ANTH 210 – 02 (2594)
Office Location: Taylor Social Science Bldg. 210-E   Semester Credit Hours: 3 Credit Hours
Office Phone: 910-672-2444   Day and Time Class Meets: MWF 8-8:50am
Office Hours: Tue 11AM-12PM / Wed 9AM-3PM   Class location: Taylor Science 103
            Thurs 11AM-12PM / or by appointment

> **What Email Do You Need to Use? (FSU Policy on Electronic Mail):** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students.   Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

What is This Course About? (Course Description)

Anthropology 210 is an introduction to the history and methods of anthropology, with special emphasis on early hominid and cultural evolution, the comparative study of social institutions, and the nature of cultural differences as they exist in traditional and modern societies.

What Books and Materials Do You Need?

*   Haviland, William A., Harald E.L. Prins, Dana Walrath, Bunny McBride. 2015. *The Essence of Anthropology*. Fourth Edition. Boston: Cengage Learning. ISBN # 1305258983

*   Podolefsky, Aaron, Peter J. Brown, Scott M. Lacy. 2012. *Applying Anthropology: An Introductory Reader*. Tenth Edition. New York: McGraw Hill Education.

*   Additional required readings for this class will be available on Canvas. **Note:** During the semester, you may be required to read additional articles, listen to podcasts, and/or view videos that are pertinent to course material. This situation will probably occur when news in mass media is relevant to class discussions. Although these may be assigned on an impromptu basis, they are required material for the course.

What Will You Get Out of this Class? (Student Learning Outcomes)

Upon completion of this course, students will be able to:
*   Understand the holistic, comparative, and interdisciplinary nature of anthropology
*   Have a general understanding of anthropological methods, ethics, concepts, and theories
*   Be familiar with a wide-range of topics explored within and across the subfields
*   Appreciate anthropology's contribution to the understanding of humanity across space and time
*   Recognize the significance of applied anthropology and using anthropological approaches to solve real world problems

Global Literacy: Students will experience global diversity through interaction, examination, and critical reflection. Our students will broaden their comprehension and appreciation of globalization and their role as global citizens.

How Will Your Grade Be Calculated?

The following grading scale will be used in this course:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Grade Distribution	
Activities and Assignments	40
Quizzes (5 out of 6)	35
Applying Anthropology Paper	20
Pre/Post Tests (4)	
Writing Exercise (2)	
Annotated Bibliography (4)	
Paper Draft (4)	
Final Paper (6)	
Assessment Test	5
Total	**100%**

What is the Attendance Policy of this Course?

Your presence and contributions are pivotal to success in this class. Each student has valuable contributions to make to our course experience. I have high expectations for quality participation and I will be keeping track of your attendance and participation patterns. You are expected to arrive to class on time and remain in class for the entire scheduled period. Your attendance will be recorded in BroncoConnect and reports will be submitted in Banner.

During the first half of the semester/term, I will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about their status in the course. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

What is Expected of You in this Course? (Course Requirements and Policies)

- **Graded Assignments, Quizzes, Assessment**
  Throughout the semester you will be required to complete quizzes, a paper, a learning outcomes assessment test, and a wide-variety of in-class and online activities. To be successful in this class, you must attend and be prepared (i.e. completed readings or assigned homework). This course requires familiarity with Canvas. Quizzes and some assignments will be administered through Canvas. *It is the responsibility of the student to ensure that all Canvas assignments are submitted correctly by the due date.*

  Assignments/Activities (40%): You will be required to participate in a variety of class activities. At times, these activities may require homework to be completed ahead of time. Others activities will include randomly scheduled in-class discussions, exercises, and pop quizzes. Assignments will range in points depending on the amount of work required. I expect students to be active participants in the classroom. There are no make-up opportunities for activities completed during class time. Submission of assignments or worksheets associated with in-class activities will occur during those class periods. You must attend class to complete these activities. Late Canvas assignments will result in the deduction of points daily. Details about assignments will be provided in class and/or provided on Canvas. *Do not email me your assignments.* Note: Students, such as athletes, who require specific arrangements due to university activities must discuss such arrangements with the instructor ahead of time. Any arrangements made with the instructor must be concluded within two weeks of the initial due date.

  Applying Anthropology Paper (20%): Over the course of the semester you will complete multiple assignments that will culminate into a final paper. These assignments include: Pre/Post Information Literacy tests, a writing exercise, an annotated bibliography, a paper draft, and a final paper. Detailed instructions will be provided in class and on Canvas.

Papers will be submitted via Canvas and points will be deducted daily for late submissions. This paper is designed to encourage students to reflect on the interdisciplinary value of anthropology and the potential uses of anthropology in contexts relevant to their personal goals.

In the process, students will develop information literacy skills based on the Association of College and Research Libraries (ACRL) standards for higher education. Information literacy, according to the ACRL, includes a range of skills. It is the ability to determine when information is needed and the ability to identify and access information effectively and efficiently. Information literacy is the capacity to critically evaluate information and sources. It is the ability to use information ethically for a specific purpose with the understanding of the legal, social, and economic issues involved with the use of information. Information literacy is a continuous learning process that enables learners to become competent and self-directed in their investigations. It is especially important in today's world of ever-increasing technological change and information resources. All disciplines require informational literacy (American Library Association 2016).

Quizzes (35%): Quizzes, which cover material from lecture, activities, and readings, will be administered on Canvas outside of class time. You will take six quizzes as indicated on the course schedule and your lowest quiz grade will be dropped at the end of the semester. Quizzes will be timed and there will be no make-up opportunities. You will have two attempts at each quiz and your highest grade will be counted. Quizzes will not be reset; therefore, ensure that you have a solid Internet connection and the appropriate technology (i.e. *not* your phone or tablet) before beginning quizzes. If you have technological problems during a quiz, stop clicking and contact ITTS immediately: 910-672-HELP or 910-672-4357.

Mandatory Learning Outcomes Assessment Test (5%): All Anthropology 210 students are required to take the learning outcomes assessment test on Canvas. The exam will open Friday, April 14th and close on Friday, May 5th at 11:59PM. The assessment counts for 5% of your total grade. You will have one attempt and assessments will not be reset. There are no make-up opportunities. Ensure that you have a solid Internet connection and the appropriate technology (i.e. *not* your phone or tablet) before beginning. If you have technological problems during the assessment, stop clicking and contact ITTS immediately: Help Desk: 910-672-HELP or 910-672-4357.

- **Missed or Late Assignments/Quizzes**: There will be no opportunity to make-up in-class assignments. Points will be deducted daily for late paper submissions and any assignments, excluding quizzes, submitted on Canvas outside of class. Since you will be permitted to drop one quiz, there will be no make-up opportunities for quizzes. Note: Students, such as athletes, who require specific arrangements due to university activities must discuss such arrangements with the instructor ahead of time. Any arrangements made with the instructor must be concluded within two weeks of the initial due date. If a life event or emergency impedes your ability to complete multiple weekly assignments, contact to the Center for Personal Development for assistance: Spaulding Building Room 155, (910) 672-1222.

- **Midterm Grade Calculation**: I will use grades for assignments and quizzes that are scheduled from week one through week eight to calculate your midterm grade. I will not drop any grades when I calculate the midterm grade.

- **Quality Work and Readings:** You are expected to stay on-schedule, make quality contributions to all activities, and submit polished, professional work on time. Always spell-check, grammar-check, and proofread before submitting written work. Reading all required material on schedule is crucial to success in this course.

- **Class Policy on Electronic Devices**: Studies suggest that "long-hand" note taking leads to better learning outcomes and that the use of laptops in classrooms is associated with lower levels of engagement and learning (unless used for specific class projects). I prefer you take notes by hand in this class. Cell phones and other electronic devices must be silenced or turned off and put away in this class, unless given authorization for specific purposes.

- **Note About Email Messages**: In professional settings, including academia, it is necessary to address individuals properly (e.g. Dr. or Professor Eldridge). Your emails to professors should be formal, include your full name, and have an appropriate subject heading. I may not respond to informal emails written in text messaging language and abbreviations or sent from a non-FSU email address. Please allow 24 hours for a reply from me during weekdays. On weekends, please allow 48 hours for a reply.

- **Academic Integrity**: Students are always expected to follow the academic integrity policies as outlined in the Code of Conduct section of the Student Handbook: http://www.uncfsu.edu/handbook. Cheating and plagiarism are not tolerated in this class. It is therefore crucial that you avoid behavior that could be interpreted as dishonest (e.g. wandering eyes, copying and pasting from the internet, or use of cell phone during assignments) and understand the appropriate ways to use and cite the sources that you use. Violations will be reported to the appropriate authorities for disciplinary action.

- **Student Conduct:** Respect your classmates, your professor, diverse viewpoints, and the cultures and societies under study. The FSU Code of Student Conduct affirms that all students have the right to receive instruction without interference from other students. Interference includes disrespectful communication, excessive talking while others are speaking, use of cell phones or other electronic devices, overt inattentiveness, eating in class, failure to follow reasonable requests by faculty members, repeatedly arriving late to class, etc. See handbook for details: http://www.uncfsu.edu/handbook

- **Canvas and Computer Technology**: All Students should be familiar with Canvas. Do not use your phone or tablet for submission of assignments or the completion of quizzes and the assessment on Canvas. Using an updated desktop or laptop computer with a solid Internet connection is most appropriate for these activities (note that wired connections are typically more reliable than wireless). It is the responsibility of the student to ensure that Canvas assignments have been properly submitted by the due date. Students should back up work in multiple places. With the resources available today, such as FSU resources, or other automatic cloud backup solutions such as, Dropbox, Google Drive, etc., "my computer crashed" is not an acceptable excuse for missed work. ITTS Help Desk: 910-672-HELP or 910-672-4357

- **Additional Class Policies**: I do not grant grade extensions. No food, guests, children, or pets are allowed in the classroom without authorization. Please do not record lectures with audio or video devices without permission.

Do You Need Disabled Student Services?

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155, 910-672-12222.

What is BroncoConnect / Starfish?

This course will use BroncoConnect, powered by Starfish, to alert students and their advisors of attendance or performance issues. Students will receive email alerts from BroncoConnect. Students will be expected to log onto BroncoConnect for more information and to access other campus resources. A list of available campus resources is available in the BroncoConnect Service Catalog. Resources directly related to this course will appear in your BroncoConnect Service Catalog, as well as your BroncoConnect Success Network. Follow the steps below to log into BroncoConnect:

- Click on myBroncoPortal (found on lower left-hand side of FSU Main Webpage).
- Log into myBronco Portal.
- Click on BroncoConnect (found under LAUNCHPAD).

How Can You Get Additional Help? (Academic Support Resources)

FSU has a wide-variety of resources available for all students. I highly recommend that you take advantage of these resources.

- University College Writing Center, Helen T. Chick Building (Basement), (910) 672-1033, http://www.uncfsu.edu/learning-center/writing-center
- University College Learning Center http://www.uncfsu.edu/learning-center
- Center for Personal Development, Spaulding Building Room 155, (910) 672-1222, http://www.uncfsu.edu/studentaffairs/cfpd
- ITTS Help Desk: 910-672-HELP or 910-672-4357 / http://www.uncfsu.edu/itts/itts-units/helpdesk

What Teaching Strategies Are Used in this Course?

This course employs the following pedagogical tools: lectures, class discussions, writing assignments, class exercises, quizzes, and the use of film and podcasts.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Tentative Class Schedule Spring 2017

NOTE: This calendar is subject to revision. The instructor reserves the right to make changes to the course schedule and content. If changes are made, students will be notified in class, through email, and Canvas. Additionally, I recommend entering important dates below into your phone or calendar and setting reminders.

Key to Readings:
AA: *Applying Anthropology* by Podolefsky, Brown, and Lacy (reader)
EoA: *Essence of Anthropology* by Haviland et al. (text)
CAN: Readings located on Canvas
TBA: To Be Announced

Each week you will have assigned readings as well as additional "reference" chapters that you can consult for terms, concepts, and further information. Specific pages in EoA chapters may be assigned during lectures each week.

SECTION ONE: INTRODUCTION / THINKING AND DOING ANTHROPOLOGY
Week One: January 16-22
Lesson: Introduction / What is anthropology?   Readings: **EoA:** Ch. 1 / **CAN**: AAA Statement of Ethics   **Quiz One (over syllabus) and Information Literacy Pre-Test Due Sunday, January 22 by 11:59PM**
Week Two: January 23-29
Lesson: The Subfields of Biological Anthropology and Archaeology   Reading(s): **CAN:** The Secrets in Guatemala's Bones / Continue **EoA:** Ch. 1   **Monday January 23rd: Bibliographic Information Session in the library, followed by Information Literacy Post-Test**
Week Three: January 30-February 5
Lesson: Subfields: Cultural Anthropology and Linguistic Anthropology   Reading(s): **AA**: Ch. 27, 37 / **CAN**: Mintz: Anthropology and History / Continue **EoA:** Ch. 1   **Applying Anthropology In-Class Writing Exercise**   **Quiz Two Due Sunday, February 5th by 11:59PM**

SECTION TWO: BECOMING HUMAN
Week Four: February 6-12
Lesson: Evolutionary Forces and Biological Beings Reading(s): **EoA**: Ch. 2
Week Five: February 13-19
Lesson: Animals and Us: Mammals, Primates, and Hominids Reading(s): **AA:** Ch. 3 / **CAN**: Why I Identify as Mammal Reference: **EoA**: Ch. 3, 4 (*specific pages of reference chapters may be assigned in the power points each week*)
Week Six: February 20-26
Lesson: Hominids, Adaptation, and Variability Reading(s): **AA**: Ch. 11 / **CAN**: Mixed Blood Reference: **EoA:** Ch. 4, 7 **Quiz Three Due Sunday, February 26th by 11:59PM**

SECTION THREE: HUMANS FROM THE PAST INTO THE PRESENT
Week Seven: February 27-March 5
Lesson: The Paleolithic to the Neolithic: From Moving Around to Settling Down Reading(s): **AA**: Ch. 10 (Eaton and Konner), Ch. 31 (Lee) Reference: **EoA**: Ch. 5, 11 **Annotated Bibliography Due 11:59PM Sunday, March 5th**
Week Eight: March 6-12
Lesson: Cities and States Reading(s): **AA:** Ch. 16 (Goodman and Armelagos) / **CAN:** In Defense of Farming (Wood) Reference: **EoA:** Ch. 6
Week Nine: March 13-19
Midterm Grades Submitted by March 14 / Midterm Break: March 13-17 **Quiz Four due Sunday, March 19th by 11:59PM**

SECTION FOUR: SPEAKING AND THINKING SOCIO-CULTURAL BEINGS
Week Ten: March 20-26
Lesson: The Concept of Culture Reading(s): **EoA:** Ch. 8 / **CAN**: What Does an Anthropologist Actually Do? Reference: **EoA:** Ch. 10, 12, 13, 15 **Paper Draft Due Sunday, March 26th by 11:59PM**
Week Eleven: March 27-April 2
Lesson: Human Nature Narratives: Conflict or Cooperation? Reading(s) and Podcast: **CAN**: Franz de Waal, Humans Are Kind, Radiolab podcast (Update: The New Normal?) Reference: TBA Professor will attend the Society for Applied Anthropology Annual Meeting Lecture and assignments will be provided in Canvas this week
Week Twelve: April 3-9
Lesson: Culture and Other Ways of Thinking and Being Reading(s): **AA**: Ch. 33, 36 Reference: **EoA:** Ch. 10, 12, 13, 15 **Quiz Five Due Sunday, April 9th by 11:59PM**
Week Thirteen: April 10-16
Lesson: Language and Communication Reading(s): **CAN**: Dialects and Grammar Reference: **EoA** Ch. 9 **Assessment Test Opens Friday, April 14th**
Week Fourteen: April 17-23
Lesson: Power, Violence, and Stratification Reading(s): **CAN**: Structural Violence and Clinical Medicine Reference: **EoA:** Ch. 13, 14, 16

Week Fifteen: April 24-30
Lesson: Local Contexts in a Globalized World Reading(s): **AA**: Ch. 41 Reference: **EoA**: 16 **Quiz Six Due Sunday, April 30th by 11:59PM**
Week Sixteen: May 1-5
Lesson: Applying Anthropology Reading(s): **CAN**: Anxious Anthropologist **Final Paper Due Friday May 5th by 11:59PM** **Anthropology Assessment Test Closes Friday May 5th by 11:59PM**
NOTE: This calendar is subject to revision. The instructor reserves the right to make changes to the course schedule and content. If changes are made, students will be notified in class, through email, and Canvas.

References

American Anthropological Association. 2012. "Statement on Ethics." Last modified November 1st. http://ethics.americananthro.org/category/statement/

American Library Association. 2016. "Information Literacy Competency Standards for Higher Education." Accessed December 27. http://www.ala.org/acrl/standards/informationliteracycompetency

Haviland, William A., Harald E.L. Prins, Dana Walrath, Bunny McBride. 2015. *The Essence of Anthropology*. Fourth Edition. Boston: Cengage Learning.

Podolefsky, Aaron, Peter J. Brown, Scott M. Lacy. 2012. *Applying Anthropology: An Introductory Reader*. Tenth Edition. New York: McGraw Hill Education.

Appendix 2:
Assignment Instructions

Applying Anthropology Paper
Anthropology 210 / Dr. Eldridge
Fayetteville State University

This paper is designed to encourage students to reflect on the interdisciplinary value of anthropology and the potential uses of anthropology in contexts relevant to their personal goals. Students will complete multiple assignments that will culminate into a final paper.

In the process, students will develop information literacy skills based on the Association of College and Research Libraries (ACRL) standards for higher education. Information literacy, according to the ACRL, includes a range of skills. It is the ability to determine when information is needed and the ability to identify and access information effectively and efficiently. Information literacy is the capacity to critically evaluate information and sources. It is the ability to use information ethically for a specific purpose with the understanding of the legal, social, and economic issues involved with the use of information. Information literacy is a continuous learning process that enables learners to become competent and self-directed in their investigations. It is especially important in today's world of ever-increasing technological change and information resources. All disciplines require informational literacy (American Library Association 2016).

Learning Objectives: After successful completion of this paper, students will be able to:
- Identify and locate scholarly articles relevant to the chosen topic
- Properly format a Word document based on required criteria
- Apply insights and concepts from this course to personal goals
- Properly cite sources based on the required citation style

Instructions
Topic: This short reflection paper requires that you consider how anthropological insights, concepts, and methods could be applied in the career path that you plan to pursue. For example, if you plan to be a nurse, social worker, computer scientist, etc., in what ways could anthropology be useful in your field? Depending on your career goals, some subfields may be more useful to you than others. Therefore, you are *not* required to apply all four subfields of anthropology in your paper. If you are unsure of your career path, you will write about how anthropology and/or anthropological approaches might be useful in your everyday life.

Sources: You are required to cite at least two scholarly sources for your draft and final paper. You may also use other sources, such as your textbook or reader, but the two required sources should be peer-reviewed scholarly publications, that do not predate the year 2000. The annotated bibliography assignment will ensure that you locate and use proper sources. Using the Chicago Style Author-Date citation style, your paper should provide both *in-text citations* and a *bibliography*. To access the FSU style guides, go to the library main web page, click on "about the library" tab, click on "reference shelf," and then click on "style manuals and information on writing papers" (URL: http://library.uncfsu.edu/reference/virtual-reference/style-manuals)

The following assignments are collectively worth 20% of your final grade:
1. Information Literacy Pre and Post Test (4%)
2. Bibliographic Instruction
3. Writing Exercise – Brainstorming topic (2%)
4. Annotated Bibliography Locating and Citing Scholarly Sources (4%)
5. Draft paper (4%)
6. Final paper (6%)

Information Literacy Tests and Bibliographic Instruction
Before receiving bibliographic instruction from an FSU librarian, you will take a pre-test in Canvas to assess information literacy capacities, followed by a post-test.

Writing Exercise (100 word reflection)
After completing the first section of this course, you will submit a brief written reflection on how you think you could use anthropology in your future career or in your daily life. Feedback from the instructor will be provided to help you develop your ideas for your paper.

Annotated Bibliography – Locating and Using Scholarly Sources (Five Sources)
Prior to submitting your paper draft, you will locate five scholarly sources through the FSU library relevant to the topic of your paper. You will then create an annotated bibliography to be approved by your professor. An annotated bibliography is a list of citations for your sources, with a brief description of each source following each citation. Detailed instruction, potential databases, and examples will be provided in the Applying Anthropology Paper page on Canvas.

Applying Anthropology Paper Draft (500 words)
In your first draft, you will reflect on the initial feedback provided in the writing exercise and elaborate on the area(s) of anthropology most relevant to your career path and everyday life. Your draft should be at least 500 words and should include at least two scholarly sources. It should be proofread, properly cited, and in the correct format (see formatting guidelines below). Include your word count at the end of your draft.

Applying Anthropology Final Paper (750 words total)
After reflecting on feedback on your draft from your instructor, your final draft will be a polished and slightly extended version of your draft. It will include the required references (properly cited) and adhere to the required formatting guidelines (provided below). Students should closely review the grading rubric. Provide a word count at the end of your paper.

Formatting Details:

Title/Heading: Centered and single-spaced at the top of the first page of your paper (you do not need a separate title page). Include title, course, university, name, and semester.

Font: 12-point font, Times New Roman

Margins: 1 inch

Spacing: Can be single, 1.5 or double-spaced (but not larger than double)

Citation Style: Chicago Manual of Style / Author-Date Format

Submissions: Your annotated bibliography, draft, and final paper should be uploaded as Word documents into Canvas. The rubric on page two of this instruction sheet provides details about how your final paper will be graded. Your final paper will be uploaded into Turnitin through Canvas.

Recommended Resources/Tutorials
- Chicago Style Quick Guide (click on "Author-Date" tab): http://www.chicagomanualofstyle.org/tools_citationguide.html
- Plagiarism: http://www2.lib.unc.edu/instruct/plagiarism/
- Proofreading: http://writingcenter.unc.edu/handouts/proofreading/
- Grammar: http://www.niu.edu/writingtutorial/grammar/grammar.html
- Punctuation: http://www.niu.edu/writingtutorial/punctuation/punctuation.html
- FSU Style Manuals: http://library.uncfsu.edu/reference/virtual-reference/style-manuals
- FSU library journals and databases: http://libguides.uncfsu.edu/journals
- FSU Writing Center: http://www.uncfsu.edu/learning-center/writing-center
- Smarthinking: Online assistance through Canvas

Grading Rubric For Final Paper (100 point scale)

Category	Good	Satisfactory	Unsatisfactory	Total (100 pts)
Mechanics 10	**9-10 point:** Paper has no spelling, grammatical or sentence structure errors.	**7-8 points:** Paper has some spelling, grammatical and sentence structure errors, but not enough to detract from the content	**0-6 points:** An abundance of spelling, grammatical and sentence structure errors detracts from the content	
Organization 10	**9-10 point:** Paper follows the format requested by the professor, progresses in a logical manner, and has appropriate transitions	**7-8 points:** Paper has some problems with format, logic and transitions, but not enough to detract from the content.	**0-6points:** An abundance of format, logic and transition issues detracts from the content	
Citations/Sources 20	**18-20 point:** All sources are properly cited both in-text and in the bibliography	**11-17 points:** Only minor issues with citation placement and bibliography	**0-10 points:** An abundance of citation errors in-text or in the bibliography	
Content 60	**50-60 points:** Author addresses all aspects of the assignment, has fully developed ideas, shows thoughtful reflection on previous draft comments and suggestions	**40-49 points:** Author minimally or partially addresses goals of assignment and/or illustrates partial or minimal reflection on draft comments and suggestions	**0-39 points:** Author fails to address the assignment, develop ideas completely, and does not show thoughtful reflection on previous draft comments and suggestions	

WARNING: PLAGIARISM OF ANY SORT WILL RESULT IN A SCORE OF ZERO FOR THE ENTIRE PAPER

Plagiarism, according to the FSU undergraduate catalog, includes the "failure to document any words, ideas, or other contributions that do not originate with the author." In other words, using someone else's words, art, ideas as your own constitutes plagiarism. This includes the use of internet sources without citing the source. Acts of academic dishonesty can result in disciplinary action, "including possible expulsion from the university" (Fayetteville State University 2016).

References:
American Library Association. 2016. "Information Literacy Competency Standards for Higher Education." Accessed December 27. http://www.ala.org/acrl/standards/informationliteracycompetency

Fayetteville State University. 2016. "Dishonesty in Academic Affairs." Accessed December 27. http://catalog.uncfsu.edu/undergraduate/academic-regulations/dishonesty-in-academic-affairs.htm

Applying Anthropology Annotated Bibliography Assignment
Anthropology 210 / Eldridge
Spring 2017

Prior to submitting your paper draft, you will locate five scholarly sources through the FSU library relevant to the topic of your paper. You will then create an annotated bibliography to be approved by your professor.

What is an annotated bibliography?
An annotated bibliography is a list of citations for your sources, such as articles or books. Each citation is followed by a brief description (the annotation) of the listed source.

What should your annotations include?
Citations should be in Chicago Manual of Style Author-Date format and presented in alphabetical order. No sources should be published before the year 2000. Annotations for this assignment should be between 100 and 150 words informing the reader of the content and relevancy of each citation. Evaluate each source and describe the author's topic, methodology, and thesis. Some questions to consider while evaluating your sources include:

- What is the author's discipline or background?
- What is the author's intentions or goals?
- What methodology does the author use?
- What supporting evidence is provided?
- Will this source be useful for you as you write about applying anthropology in your life?

Example Citation and Annotation:
Krawinkler, Stephanie A. 2013. "Business Ethnography." *Journal of Business Anthropology* 2, no. 2: 148-55.

In this article, Krawinkler, a business consultant and anthropologist trained at the University of Vienna, describes her doctoral study of an Austrian firm called Wire Inc. Her research involved an ethnographic study conducted over a five-month period. Specifically she used participant observation, formal and informal interviews, group discussions, video, and photography. She describes the field setting and her experiences of gaining access, building rapport, identifying informants, and applying ethnographic methods to gather insight into the "tacit knowledge" of the firm, which she explains can be useful for business consultants as well as businesses during mergers, restructuring, and conflict resolution. This article would be particularly useful for business majors or anyone interested in understanding organizational or institutional cultures.

Formatting Details:

Title/Heading: Centered and single spaced at the top of the first page of your paper (you do not need a separate title page). Include title, course, university, name, and semester.

Font: 12 point font, Times New Roman

Margins: 1 inch

Spacing: single-spaced (see sample above)

Citation Style: Chicago Manual of Style / Author-Date Format

Appendix 3:
Informational Literacy Pre-Test and Post-Test

Information Literacy Pre-Test Results / ANTH 210-02 / Eldridge
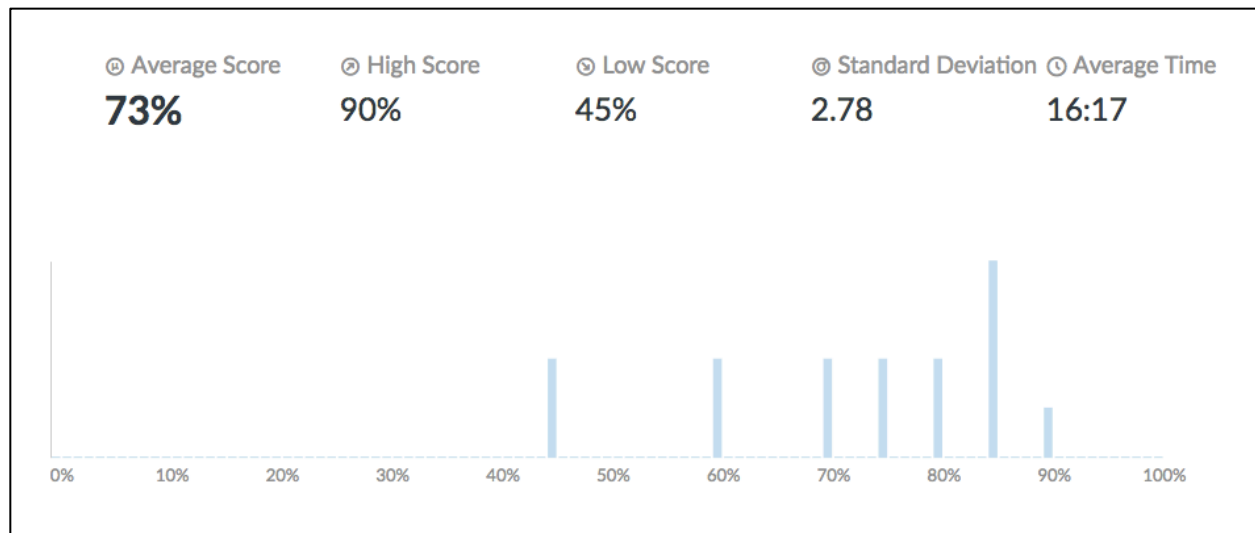
Quiz Summary

Question Breakdown

Question 1
Which is the primary place(s) to find research on the subject of academic dishonesty published by scholars, experts or professionals?
Discrimination Index: 0.44.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
The Internet, (Incorrect answer)	4 respondents	27 $^\%$	
In the newspaper, (Incorrect answer)		0 $^\%$	
In popular magazines, (Incorrect answer)		0 $^\%$	
In books and scholarly journals, (Correct answer)	11 respondents	**73** $^\%$	

73%answeredcorrectly

Question 2
As a FSU student, if you want to locate a hard copy of book and use it for free, you should search in:_____
Discrimination Index: 0.37.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Google books, (Incorrect answer)		0 $^\%$	
A FSU library online database, (Incorrect answer)	8 respondents	53 $^\%$	
The FSU Library's Online Catalog, (Correct answer)	5 respondents	**33** $^\%$	
The FSU bookstore, (Incorrect answer)	2 respondents	13 $^\%$	

33%answeredcorrectly

Question 3
What is the BEST way to search for books on a given topic:
Discrimination Index: 0.57.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
By author or title, (Incorrect answer)	2 respondents	13 %	
By publisher or call number, (Incorrect answer)		0 %	
By ISSN or ISBN, (Incorrect answer)		0 %	
By keyword or subject, (Correct answer)	13 respondents	**87 %**	

87%answeredcorrectly

Question 4
When you search online resources or in the library's catalog, the use of Boolean operators "And", "Or", and "Not" can be useful in narrowing or widening your search results. If you use "And," the results will:
Discrimination Index: 0.09.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Increase in number, (Incorrect answer)	7 respondents	47 %	
Decrease in number, (Correct answer)	6 respondents	**40 %**	
Remain unchanged, (Incorrect answer)		0 %	
I don't know, (Incorrect answer)I don't know	2 respondents	13 %	

40%answeredcorrectly

Question 5
Articles that are critically evaluated by one or more experts on the subject are published in: _____
Discrimination Index: 0.34.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Any book or article written on a topic, (Incorrect answer)	3 respondents	20 %	
Newspapers, (Incorrect answer)	2 respondents	13 %	
Scholarly (peer reviewed) journals, (Correct answer)	10 respondents	**67 %**	
Popular magazines, (Incorrect answer)		0 %	

67%answeredcorrectly

Question 6

To find an article on your topic from reliable resources for your college research paper, the most efficient way is _____

Discrimination Index: -0.04.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
To go to the periodical stacks and look through the magazines and journals, (Incorrect answer)	1 respondents	7 %	
To search FSU library citations or full text in periodical indexes or online databases for the topic, (Correct answer)	14 respondents	**93 %**	
To use the web Search Engines like Google, (Incorrect answer)		0 %	
To search Wiki Encyclopedias, (Incorrect answer)		0 %	

93%answeredcorrectly

Question 7

A scholarly journal article generally has all these characteristics except:_____

Discrimination Index: 0.43.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A bibliography or footnotes, (Incorrect answer)	1 respondents	7 %	
Colorful photographs and graphics, (Correct answer)	13 respondents	**87 %**	
A publication date, volume, and issue number, (Incorrect answer)	1 respondents	7 %	
Articles written by researchers or scholars, (Incorrect answer)		0 %	

87%answeredcorrectly

Question 8

Each book in the library is cataloged with a call number. A Call Number is:_____

Discrimination Index: 0.60.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A shelf address for the book, (Correct answer)	9 respondents	**60 %**	
A publisher's phone number you can call, (Incorrect answer)		0 %	
An ISBN number, (Incorrect answer)	5 respondents	33 %	
I don't know, (Incorrect answer)	1 respondents	7 %	

60%answeredcorrectly

Question 9

The FSU Chesnutt library uses the Library of Congress classification system. Similar books are put together. The system arranges books on the library shelves _____

Discrimination Index: 0.11.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
By title, (Incorrect answer)	1 respondents	7 %	
By publisher, (Incorrect answer)		0 %	
By subject, (Correct answer)	**7 respondents**	**47 %**	
By author's last name, (Incorrect answer)By author's last name	7 respondents	47 %	

47%answeredcorrectly

Question 10

Using the work of another person without giving credit to that person is known as:_____

Discrimination Index: 0.00.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Citation, (Incorrect answer)		0 %	
Annotation, (Incorrect answer)		0 %	
Plagiarism, (Correct answer)	**15 respondents**	**100 %**	
Rephrasing, (Incorrect answer)		0 %	

100%answeredcorrectly

Question 11

"Information Literacy" is best described as:

Discrimination Index: 0.34.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
The ability to read complex documents, (Incorrect answer)		0 %	
The ability to locate, evaluate, and use information effectively, (Correct answer)	**12 respondents**	**80 %**	
The ability to search the "free web" for information, (Incorrect answer)		0 %	
The ability to summarize information you read, (Incorrect answer)	3 respondents	20 %	

80%answeredcorrectly

Question 12
An example of a biased Web site would be:
Discrimination Index: 0.82.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
A national news site giving weather reports, (Incorrect answer)	1 respondents	7 %	
A college library allowing access to its reference materials, (Incorrect answer)	2 respondents	13 %	
An airline listing future flights for advance reservations, (Incorrect answer)		0 %	
A drug company promoting a drug they produced, (Correct answer)	12 respondents	**80 %**	

80%answeredcorrectly

Question 13
If you are unable to locate information on your topic, you may be using the wrong keyword or subject heading. A good way to proceed would be to:
Discrimination Index: -0.27.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Try another computer, (Incorrect answer)		0 %	
Try to use a synonym in place of the keyword or subject word you were searching, (Correct answer)	10 respondents	**67 %**	
Stick with very broad terms and ideas, (Incorrect answer)	5 respondents	33 %	
Give up, change your whole topic, and try again, (Incorrect answer)		0 %	

67%answeredcorrectly

Question 14
If you don't know anything about your topic, the best way to get started is to find background information in:
Discrimination Index: 0.88.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
An app, (Incorrect answer)		0 %	
The cloud, (Incorrect answer)		0 %	
Any current biography, (Incorrect answer)	4 respondents	27 %	
A print or electronic encyclopedia article, (Correct answer)	11 respondents	**73 %**	

73%answeredcorrectly

Question 15
When using the Internet as an information source, it is important to remember:
Discrimination Index: -0.07.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Who is the author or "authority" responsible for the information on the web site, (Correct answer)	13 respondents	**87** %	
All web sites are checked daily for accuracy, (Incorrect answer)	1 respondents	7 %	
All web sites are archived in the Invisible Web, (Incorrect answer)	1 respondents	7 %	
Free web sites are better to use because you don't have to remember a login or password, (Incorrect answer)		0 %	

87%answeredcorrectly

Question 16
Criteria you should use to evaluate an information web site include all of the following EXCEPT:
Discrimination Index: 0.45.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Currency, (Incorrect answer)	6 respondents	40 %	
Brevity, (Correct answer)	7 respondents	**47** %	
Accuracy, (Incorrect answer)	1 respondents	7 %	
Authority, (Incorrect answer)	1 respondents	7 %	

47%answeredcorrectly

Question 17
If you decide to use information from a website for your research project:
Discrimination Index: 0.66.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
You do not have to give credit to your sources since information on the web is not copyright protected, (Incorrect answer)		0 %	
You only have to cite text sources, (Incorrect answer)	4 respondents	27 %	
You can assume that all the data or text is copyrighted, (Correct answer)	11 respondents	**73** %	
You may use the text or graphics freely unless they are specifically labeled as being copyrighted, (Incorrect answer)		0 %	

73%answeredcorrectly

Question 18
Plagiarism is:
Discrimination Index: 0.34.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Failing to use the correct format when citing your sources, (Incorrect answer)		0 %	
Including the ideas of another person in your writing and failing to cite them properly, (Correct answer)	12 respondents	**80 %**	
Improperly interpreting the authors in your sources, (Incorrect answer)		0 %	
Using the ideas of another person in your work instead of using only your ideas, (Incorrect answer)	3 respondents	20 %	

80%answeredcorrectly

Question 19
What is the BEST way for you to get help with your research if you cannot find materials on your topic?
Discrimination Index: 0.57.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Change your topic, (Incorrect answer)	1 respondents	7 %	
Go to another library, (Incorrect answer)		0 %	
Ask the librarian for help, (Correct answer)	13 respondents	**87 %**	
Ask another student for help, (Incorrect answer)	1 respondents	7 %	

87%answeredcorrectly

Question 20
Information you find on the Internet:
Discrimination Index: -0.04.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
is factual because the Internet is constantly monitored by world educational organizations, (Incorrect answer)	1 respondents	7 %	
is required by law to be accurate, timely, and appropriate, (Incorrect answer)		0 %	
comes from many varied sources such as business, , the government, or private citizens, (Correct answer)	14 respondents	**93 %**	
is far more reliable than books or magazines, (Incorrect answer)		0 %	

93%answeredcorrectly

Question 21
How confident do you feel in your abilities to determine the extent of information needed? Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Very confident,	3 respondents	20 %	
Confident	8 respondents	53 %	
Not very confident	3 respondents	20 %	
Not confident	1 respondents	7 %	

Question 22
How confident do you feel in your abilities to assess the needed information effectively and efficiently? Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Very confident	2 respondents	13 %	
Confident	8 respondents	53 %	
Not very confident	4 respondents	27 %	
Not confident	1 respondents	7 %	

Question 23
How confident do you feel in your abilities to evaluate information and its sources critically and Incorporate selected information into one's knowledge base? Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Very confident	4 respondents	27 %	
Confident	10 respondents	67 %	
Not very confident	1 respondents	7 %	
Not confident	1 respondents	7 %	

Question 24
How confident do you feel in your abilities to use information effectively to accomplish a specific purpose? Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Very confident	2 respondents	14 %	
Confident	11 respondents	79 %	
Not very confident		0 %	
Not confident	1 respondents	7 %	
No Answer	1 respondents	7 %	

Question 25
How confident do you feel in your abilities to understand the economic, legal, and social issues surrounding the use of information, and access the use information ethically and legally? Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Very confident	3 respondents	20 %	
Confident	11 respondents	73 %	
Not very confident		0 %	
Not confident	1 respondents	7 %	

Question 26
I am a _____. Select one of the below.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Freshman	3 respondents	20 %	
Sophomore	3 respondents	20 %	
Junior	5 respondents	33 %	
Senior	2 respondents	13 %	
Master's level graduate student		0 %	
PhD level graduate student		0 %	
Faculty		0 %	
Staff		0 %	
Administrator		0 %	
Other	2 respondents	13 %	

Question 27
If you answered "other" to the question above, please explain. If not, please just write "N/A."

A table of answers and brief statistics regarding student answer choices.			
Answer Description	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Early College	2 respondents		
N/A	13 respondents		

Question 28
My major is _____. Select one of the below.

A table of answers and brief statistics regarding student answer choices.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Early Childhood Education,		0 %	
Elementary Education		0 %	
Middle Grades, Secondary, and Specialized Subjects		0 %	
Educational Leadership		0 %	
Business Administration	1 respondents	7 %	
Accounting		0 %	
Economics		0 %	
Finance		0 %	
Communications		0 %	
Fine Arts		0 %	
Music		0 %	
Theater	1 respondents	7 %	
Psychology		0 %	
Sociology	1 respondents	7 %	
Social Work	2 respondents	13 %	
Criminal Justice	2 respondents	13 %	
Nursing	3 respondents	20 %	
Biology	1 respondents	7 %	
Chemistry	1 respondents	7 %	
Physics		0 %	
Other	4 respondents	27 %	

Question 29
If you answered "other" to the question above, please explain. If not, please write "N/A."

A table of answers and brief statistics regarding student answer choices.

Answer Description	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Computer Science	1 respondent		
Undecided	1 respondent		
Political Science	2 respondents		

Question 30

These are the top five places I go to for articles and other information resources in my major (please list and number your answers below):

Answer Description	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Internet, Magazines, Libraries, Television Shows, Documentaries	1 respondent		
Google, Library, Yahoo, Primary Sources such as Interviews, Professors	1 respondent		
Internet, Textbook, Library, Reference in my Textbook, Library Catalog	1 respondent		
Library, Scholastic Journals, news such as CNN, BBC etc., and make sure I cite sources, Research by asking students, people who I do not know or random search.	1 respondent		
Wikipedia.org, MyCollegeGuide.com, PrincetonReview.com, eLearners.com, AllBusinessSchools.com	1 respondent		
Google, Trusted Government Sites, Textbooks, Books Written by Professionals, Journal Articles	1 respondent		
Library, Google Scholar, Library Database, Newspaper	1 respondent		
N/A	8 respondents		

Question 31
These are the top three databases that contain information specific to my major (please list and number your answers below):

Answer Description	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
Library website, Google	1 respondent		
Nursing Sites, Uncfsu Nursing Requirements, Nursing Department	1 respondent		
ABC-CLIO E-Book Collection, SpringerLink, IGI-Global	1 respondent		
Chesnutt Library, Google, Books	1 respondent		
Internet, Textbook, Library Catalog	1 respondent		
Library, Social Work, Nursing . gov	1 respondent		
Businessadministrationinformation.com, Seltonhill.com, Academicinfo.net	1 respondent		
School website	1 respondent		
Wikipedia (if used correctly), Google (if used correctly), Library Databases	1 respondent		
National Criminal Justice Reference Service, ProQuest Criminal Justice Database, FBI Criminal Database	1 respondent		
NYT, library, Google	1 respondent		
N/A	4 respondents		

A table of answers and brief statistics regarding student answer choices.

Information Literacy Post-Test Results / ANTH 210-02 / Eldridge
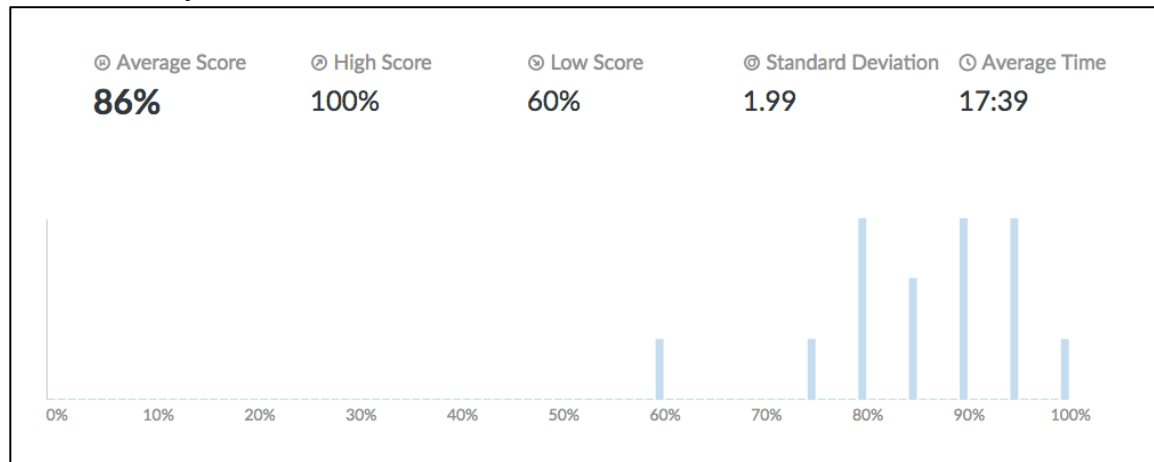
Quiz Summary

⊘ Average Score	⊘ High Score	⊘ Low Score	⊚ Standard Deviation	⊙ Average Time
86%	**100%**	**60%**	**1.99**	**17:39**

[Bar chart showing score distribution from 0% to 100%. Bars appear at approximately 60%, 75%, 80%, 85%, 90%, 95%, and 100%.]

Question Breakdown

Question 1
Which is the primary place(s) to find research on the subject of academic dishonesty published by scholars, experts or professionals?
Discrimination Index: 0.64.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
The Internet, (Incorrect answer)	2 respondents	14 %	
In the newspaper, (Incorrect answer)		0 %	
In popular magazines, (Incorrect answer)		0 %	
In books and scholarly journals, (Correct answer)	12 respondents	**86 %**	

86%answeredcorrectly

Question 2
As a FSU student, if you want to locate a hard copy of book and use it for free, you should search in:_____
Discrimination Index: 0.75.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Google books, (Incorrect answer)		0 %	
A FSU library online database, (Incorrect answer)	1 respondents	7 %	
The FSU Library's Online Catalog, (Correct answer)	12 respondents	**86 %**	
The FSU bookstore, (Incorrect answer)	1 respondents	7 %	

86%answeredcorrectly

Question 3
What is the BEST way to search for books on a given topic:
Discrimination Index: 0.54.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
By author or title, (Incorrect answer)	1 respondents	7 %	
By publisher or call number, (Incorrect answer)		0 %	
By ISSN or ISBN, (Incorrect answer)	1 respondents	7 %	
By keyword or subject, (Correct answer)	**12 respondents**	**86 %**	

86%answeredcorrectly

Question 4
When you search online resources or in the library's catalog, the use of Boolean operators "And", "Or", and "Not" can be useful in narrowing or widening your search results. If you use "And," the results will: _____
Discrimination Index: 0.34.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Increase in number, (Incorrect answer)	2 respondents	14 %	
Decrease in number, (Correct answer)	**12 respondents**	**86 %**	
Remain unchanged, (Incorrect answer)		0 %	
I don't know, (Incorrect answer)		0 %	

86%answeredcorrectly

Question 5
Articles that are critically evaluated by one or more experts on the subject are published in: _____
Discrimination Index: 0.16.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Any book or article written on a topic, (Incorrect answer)	1 respondents	7 %	
Newspapers, (Incorrect answer)		0 %	
Scholarly (peer reviewed) journals, (Correct answer)	**13 respondents**	**93 %**	
Popular magazines, (Incorrect answer)		0 %	

93%answeredcorrectly

Question 6
To find an article on your topic from reliable resources for your college research paper, the most efficient way is _____
Discrimination Index: 0.00.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
To go to the periodical stacks and look through the magazines and journals, (Incorrect answer)		0 %	
To search FSU library citations or full text in periodical indexes or online databases for the topic, (Correct answer)	14 respondents	**100 %**	
To use the web Search Engines like Google, (Incorrect answer)		0 %	
To search Wiki Encyclopedias, (Incorrect answer)		0 %	

100%answeredcorrectly

Question 7
A scholarly journal article generally has all these characteristics except:_____
Discrimination Index: 0.21.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
A bibliography or footnotes, (Incorrect answer)	1 respondents	7 %	
Colorful photographs and graphics, (Correct answer)	11 respondents	**79 %**	
A publication date, volume, and issue number, (Incorrect answer)	2 respondents	14 %	
Articles written by researchers or scholars, (Incorrect answer)		0 %	

79%answeredcorrectly

Question 8
Each book in the library is cataloged with a call number. A Call Number is:_____
Discrimination Index: 0.30.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
A shelf address for the book, (Correct answer)	11 respondents	**79 %**	
A publisher's phone number you can call, (Incorrect answer)		0 %	
An ISBN number, (Incorrect answer)	3 respondents	21 %	
I don't know, (Incorrect answer)		0 %	

79%answeredcorrectly

Question 9

The FSU Chesnutt library uses the Library of Congress classification system. Similar books are put together. The system arranges books on the library shelves _____

Discrimination Index: -0.12.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
By title, (Incorrect answer)		0 %	
By publisher, (Incorrect answer)		0 %	
By subject, (Correct answer)	13 respondents	**93 %**	
By author's last name, (Incorrect answer)	1 respondents	7 %	

93%answeredcorrectly

Question 10

Using the work of another person without giving credit to that person is known as:_____

Discrimination Index: 0.00.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Citation, (Incorrect answer)		0 %	
Annotation, (Incorrect answer)		0 %	
Plagiarism, (Correct answer)	14 respondents	**100 %**	
Rephrasing, (Incorrect answer)		0 %	

100%answeredcorrectly

Question 11

"Information Literacy" is best described as:

Discrimination Index: 0.16.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
The ability to read complex documents, (Incorrect answer)		0 %	
The ability to locate, evaluate, and use information effectively, (Correct answer)	13 respondents	**93 %**	
The ability to search the "free web" for information, (Incorrect answer)		0 %	
The ability to summarize information you read, (Incorrect answer)	1 respondents	7 %	

93%answeredcorrectly

Question 12
An example of a biased Web site would be:
Discrimination Index: 0.16.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
A national news site giving weather reports, (Incorrect answer)		0 %	
A college library allowing access to its reference materials, (Incorrect answer)	1 respondents	7 %	
An airline listing future flights for advance reservations, (Incorrect answer)		0 %	
A drug company promoting a drug they produced, (Correct answer)	13 respondents	**93** %	

93%answeredcorrectly

Question 13
If you are unable to locate information on your topic, you may be using the wrong keyword or subject heading. A good way to proceed would be to:
Discrimination Index: -0.22.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Try another computer, (Incorrect answer)		0 %	
Try to use a synonym in place of the keyword or subject word you were searching, (Correct answer)	11 respondents	**79** %	
Stick with very broad terms and ideas, (Incorrect answer)	3 respondents	21 %	
Give up, change your whole topic, and try again, (Incorrect answer)		0 %	

79%answeredcorrectly

Question 14
If you don't know anything about your topic, the best way to get started is to find background information in:
Discrimination Index: 0.56.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
An app, (Incorrect answer)		0 %	
The cloud, (Incorrect answer)		0 %	
Any current biography, (Incorrect answer)	3 respondents	21 %	
A print or electronic encyclopedia article, (Correct answer)	11 respondents	**79** %	

79%answeredcorrectly

Question 15
When using the Internet as an information source, it is important to remember:
Discrimination Index: 0.74.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Who is the author or "authority" responsible for the information on the web site, (Correct answer)	12 respondents	**86** %	
All web sites are checked daily for accuracy, (Incorrect answer)	1 respondents	7 %	
All web sites are archived in the Invisible Web, (Incorrect answer)		0 %	
Free web sites are better to use because you don't have to remember a login or password, (Incorrect answer)		0 %	
No Answer, (Incorrect answer)	1 respondents	7 %	

86%answeredcorrectly

Question 16
Criteria you should use to evaluate an information web site include all of the following EXCEPT:
Discrimination Index: 0.20.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Currency, (Incorrect answer)	4 respondents	29 %	
Brevity, (Correct answer)	9 respondents	**64** %	
Accuracy, (Incorrect answer)		0 %	
Authority, (Incorrect answer)	1 respondents	7 %	

64%answeredcorrectly

Question 17
If you decide to use information from a website for your research project:
Discrimination Index: 0.71.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
You do not have to give credit to your sources since information on the web is not copyright protected, (Incorrect answer)		0 %	
You only have to cite text sources, (Incorrect answer)	5 respondents	36 %	
You can assume that all the data or text is copyrighted, (Correct answer)	8 respondents	**57** %	
You may use the text or graphics freely unless they are specifically labeled as being copyrighted, (Incorrect answer)	1 respondents	7 %	

57%answeredcorrectly
Question 18

Plagiarism is:
Discrimination Index: 0.02.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Failing to use the correct format when citing your sources, (Incorrect answer)		0 %	
Including the ideas of another person in your writing and failing to cite them properly, (Correct answer)	13 respondents	**93 %**	
Improperly interpreting the authors in your sources, (Incorrect answer)		0 %	
Using the ideas of another person in your work instead of using only your ideas, (Incorrect answer)	1 respondents	7 %	

93%answeredcorrectly

Question 19
What is the BEST way for you to get help with your research if you cannot find materials on your topic?
Discrimination Index: 0.23.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Change your topic, (Incorrect answer)	2 respondents	14 %	
Go to another library, (Incorrect answer)		0 %	
Ask the librarian for help, (Correct answer)	12 respondents	**86 %**	
Ask another student for help, (Incorrect answer)		0 %	

86%answeredcorrectly

Question 20
Information you find on the Internet:
Discrimination Index: 0.00.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
is factual because the Internet is constantly monitored by world educational organizations, (Incorrect answer)		0 %	
is required by law to be accurate, timely, and appropriate, (Incorrect answer)		0 %	
comes from many varied sources such as business, , the government, or private citizens, (Correct answer)	14 respondents	**100 %**	
is far more reliable than books or magazines, (Incorrect answer)		0 %	

100%answeredcorrectly

Question 21
How confident do you feel in your abilities to determine the extent of information needed?

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Very confident	5 respondents	36 %	
Confident	8 respondents	57 %	
Not very confident	1 respondents	7 %	
Not confident		0 %	

Question 22
How confident do you feel in your abilities to

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Very confident	7 respondents	50 %	
Confident,	6 respondents	43 %	
Not very confident	1 respondents	7 %	
Not confident		0 %	

Question 23
How confident do you feel in your abilities to

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Very confident	5 respondents	36 %	
Confident	8 respondents	57 %	
Not very confident	1 respondents	7 %	
Not confident		0 %	

Question 24
How confident do you feel in your abilities to

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Very confident	5 respondents	36 %	
Confident	8 respondents	57 %	
Not very confident	1 respondents	7 %	
Not confident		0 %	

Question 25
How confident do you feel in your abilities to understand the economic, legal, and social issues surrounding the use of information, and access the use information ethically and legally?

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Very confident	5 respondents	36 %	
Confident	9 respondents	64 %	
Not very confident		0 %	
Not confident		0 %	

Question 26
I am a _____.

Answer Text	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Freshman	3 respondents	21 %	
Sophomore	3 respondents	21 %	
Junior	5 respondents	36 %	
Senior	2 respondents	14 %	
Master's level graduate student		0 %	
PhD level graduate student		0 %	
Faculty		0 %	
Staff		0 %	
Administrator		0 %	
Other	1 respondent	7 %	

Question 27
If you answered "other" to the question above, please explain.

Answer Description	Number of Respondents	Percent of respondents selecting this answer	Answer Distribution
A table of answers and brief statistics regarding student answer choices.			
Early College	1 respondent		

Question 28
My major is _____.

A table of answers and brief statistics regarding student answer choices.			
Answer Text	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Early Childhood Education		0 %	
Elementary Education		0 %	
Middle Grades, Secondary, and Specialized Subjects		0 %	
Educational Leadership		0 %	
Business Administration	1 respondents	7 %	
Accounting		0 %	
Economics		0 %	
Finance		0 %	
Communications	1 respondents	7 %	
Fine Arts		0 %	
Music		0 %	
Theater	1 respondents	7 %	
Psychology		0 %	
Sociology	1 respondents	7 %	
Social Work	2 respondents	14 %	
Criminal Justice	2 respondents	14 %	
Nursing	2 respondents	14 %	
Biology		0 %	
Chemistry	1 respondents	7 %	
Physics		0 %	
Other	3 respondents	21 %	

Question 29
If you answered "other" to the question above, please explain.

A table of answers and brief statistics regarding student answer choices.			
Answer Description	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Computer Science	1 respondent		
Political Science	2 respondents		

Question 30
These are the top five places I go to for articles and other information resources in my major:

A table of answers and brief statistics regarding student answer choices.			
Answer Description	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Library, Catalog, Databases, Professors, Books,	1		
allbusinessschools.com, Princeton Review, bigfuture.collegeboard.org, Wikipedia.org	1		
ACS, professors	1		
FSU catalog	1		
Catalog, databases	1		
Library, scholarly journal, academic research, books, internet	1		
Internet, encyclopedia, textbook, FSU catalog, FSU database	1		
Library, nursing department, online sources, books, journals	1		
Google scholars, library, encyclopedia, scholarly journals, websites ending in .edu	1		
Library, internet, newspaper, books, librarian	1		
Library, online	1		

Question 31
**These are the top three databases that contain information specific to my major**

A table of answers and brief statistics regarding student answer choices.			
Answer Description	**Number of Respondents**	**Percent of respondents selecting this answer**	**Answer Distribution**
Proquest, international political science abstracts, academic search premier	1		
FSU library database	1		
ACS	1		
Textbook, FSU catalog, FSU database	1		
Wikipedia.org, allbusinessschools.com, mycollegeguide.org	1		
Oxford Criminal Bibliographies, FBI Criminal Databases, Pro-Quest Criminal Justice	1		
JSTOR, Ebsco, Google	1		
Not sure	1		

Appendix 4:
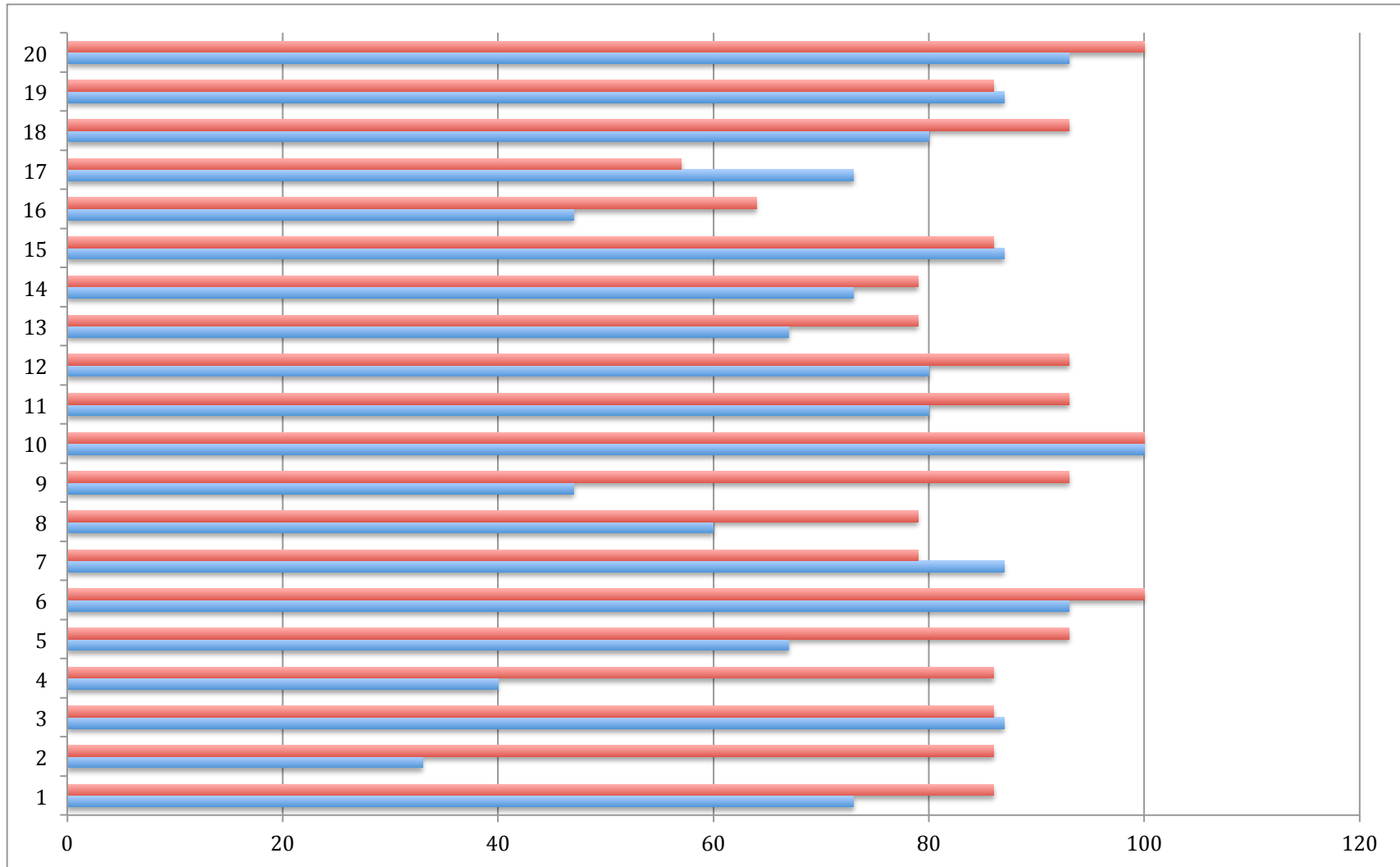Analysis of Pre-Test and Post-Test Results

Pre-Test and Post-Test Results
Class Scores
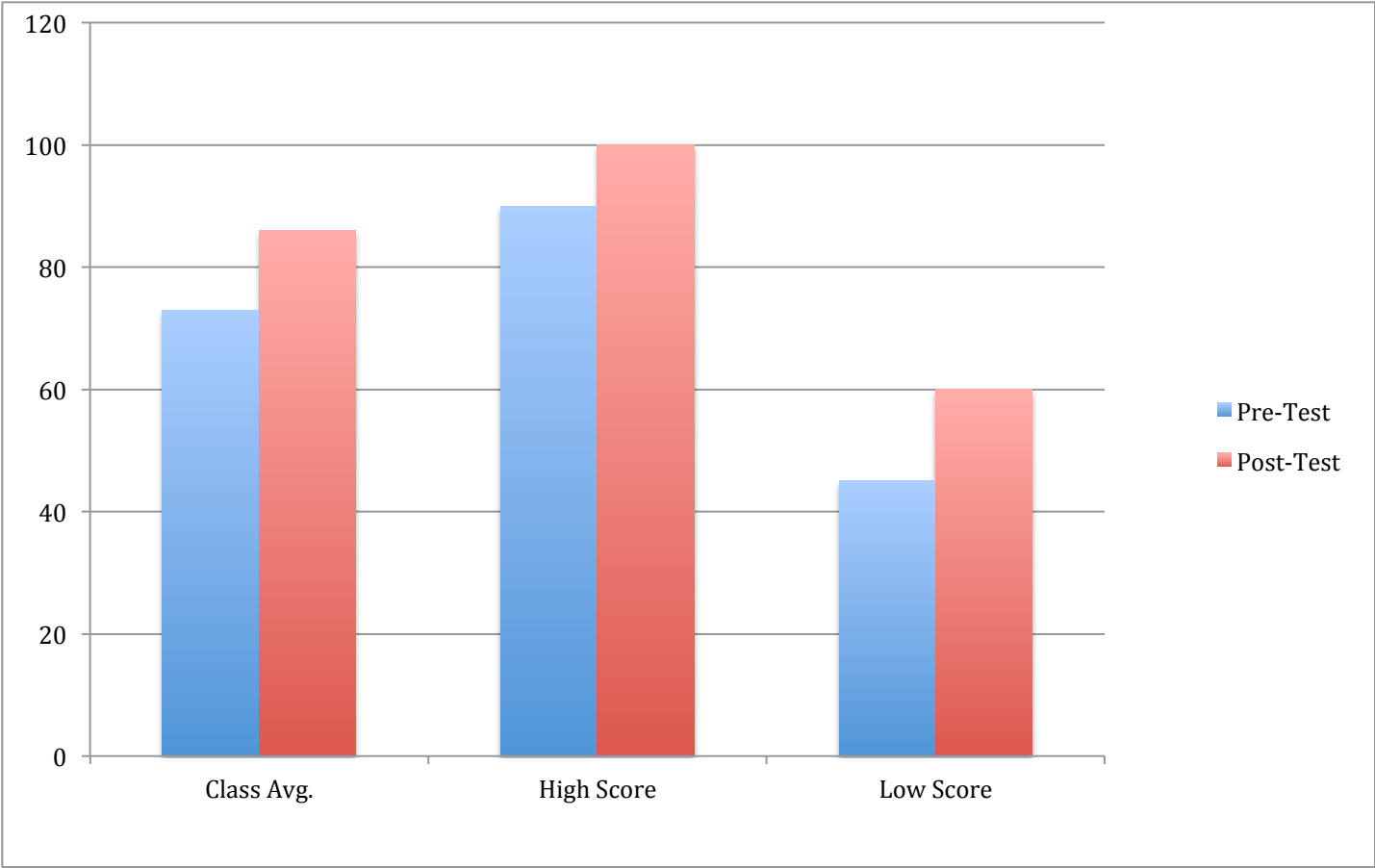
Information Literacy Pre-Test and Post-Test Results
Questions 1 – 20

Pre-Test Results = BLUE
Post-Test Results = RED