

## Course Maps for History

Course	Information Literacy Objective	Proficiency	Specific Indicators	*Activity	Assessment
Historical Methods	Student can determine the extent and nature of information needed	Basic	Understands culture of the academe and scholarly research  Can distinguish between types of sources in the publication cycle, particularly scholarly/non-scholarly  Understands specific sources useful for historical research– Encyclopedias, Dictionaries, Biographical dictionaries, & Primary Sources	Assigned reading on culture of academe  Lecture with in-class comparative exercise  Separate lecture for primary source materials	a written assignment comparing several reference sources
	Accesses information efficiently and effectively	Basic	Understands database structure  Understands basic search techniques and strategies	In library lecture followed by hands on exercise	
	Evaluates information and its sources critically	Basic	Can distinguish between scholarly and non-scholarly material	Various classes on “how to read a…” including website analysis (hands-on in library)	Critical review of two sources?
	Integrates and uses information to accomplish a specific purpose	Basic	Able to draw from various sources and synthesize information	Lecture/discussion on writing process? (Leslie)	
	Understands cultural, ethical, social, legal and economic issues surrounding the use of information	Basic	Able to cite sources correctly and understands concepts of intellectual property and plagiarism	In-class discussion with handout provided by library	

\*--basically we need 3 sessions here if possible – 1 3 hour for sources and searching, 2 (1.5 hours) for website eval. and primary sources

<b>Course</b>	<b>Information Literacy Objective</b>	<b>Proficiency</b>	<b>Specific Indicators</b>	<b>Activity</b>	<b>Assessment</b>
History Workshop	Student can determine the extent and nature of information needed	Advanced	Able to define and frame appropriate research questions  Understands scope of specific sources useful for historical research – indexes and abstracts, catalogues, electronic journal collections	Class discussion and readings on constructing an historical problem and designing a research plan (Palmer)  In library discussion and hands-on exercises on specific historical research tools	Research log
	Accesses information efficiently and effectively	Intermediate	Understands searching using database fields  Understands the concept of controlled vocabularies and classification schemas, particularly as they apply to the discipline of history	Part of in-library session with exercises	Research log
	Evaluates information and its sources critically	Intermediate	Able to evaluate sources found and revise his/her own search strategy in order to get best material for topic	Troubleshooting discussion – follow up to first session	Research log
	Integrates and uses information to accomplish a specific purpose	Intermediate	Able to present historical information to the public in a variety of formats – online, posters, displays, course design, etc	Class Discussion – Palmer	Research log Final project Archival assignment
	Understands cultural, ethical, social, legal and economic issues surrounding the use of information	Advanced	Able to articulate issues surrounding the dissemination or presentation of historical information	Class Discussion – Palmer	
	Understands cultural, ethical, social, legal and economic issues surrounding the production of information	Intermediate	Understands scope and context of historical finding tools such as Historical Abstracts, ejournals, digitization projects – and their implications for preservation of the historical record	Class Discussion	

– we need 3 periods here

Course	Information Literacy Objective	Proficiency	Specific Indicators	Activity	Assessment
European Historiography	Accesses information efficiently and effectively	Advanced	<p>Able to use controlled vocabulary and knowledge of historical/theoretical discourse to find texts from particular viewpoints</p> <p>Able to track scholarly conversation using citation indexes</p>	<p>Review lecture of search strategies, including database principles and techniques</p> <p>Introduction to Web of Science</p> <p>Hands on exercises designed to help students delve into vocabularies and strategies for finding texts from particular theoretical stances</p>	
	Evaluates information and its sources critically	Advanced	Able to evaluate secondary source found and determine the theoretical paradigm it works within	Explorations of theories throughout course	Research paper
	Integrates and uses information to accomplish a specific purpose	Advanced	Able to take disparate sources and draw connections between them	Part of in-class lecture	Research paper
	Understands cultural, ethical, social, legal and economic issues surrounding the production of information	Advanced	<p>Able to reflect critically on libraries and the technologies used to store and disseminate the historical record</p> <p>Able to critically evaluate technologies used to store and disseminate the historical record</p>	<p>Lecture on historiography and libraries (Foucault? Derrida?)</p> <p>Part of search strategies lecture – how to evaluate a search tool such as Historical Abstracts, or Google</p>	Short critical reflection paper on the research process from a historiographic standpoint?

– we need 2 periods here