

This assignment guide is a resource designed by the [ILO Subcommittee](#) to help faculty fine-tune an assignment that aligns to the [Institutional Learning Outcome \(ILO\) Information Literacy rubric](#) being assessed in the 2018-19 academic year following the [ILO Long-Term Assessment plan](#). This guide is also designed to be useful for any information literacy assignment.

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Some elements of a well-designed assignment:

- Aligns with course outcomes and what has been taught in the course. Assignments bring learning outcomes to life.
- Has clear and transparent expectations and instructions in writing so students understand specifically what tasks to do and how to do them. This includes helping students know, “Where do I start?”
- Engages students. One way to engage is stating the purpose of the assignment including the value of the assignment in the field of study and the student’s career goals.
- Has real-world application helping the work to take on personal and professional meaning.
- Reflects and demonstrates respect to different ways of knowing, different learning modalities, and different levels of preparation.
- Are often scaffolded or sequenced to help students progressively integrate and connect their learning.
- Linked to and aligned with previous and future assignments.
- Includes a model assignment for students to see what success looks like.
- Provides an avenue for useful feedback (both formative and summative).

CSU East Bay ILO Information Literacy Rubric, Approved by Academic Senate 5-1-2018

To recognize when information is needed; to be able to identify, locate, and evaluate information; to use and share effectively and responsibly information in a manner appropriate to the disciplinary context.

Criteria	4	3	2	1
Scope: Identifies the question/problem/concept to be investigated, in order to determine the information needed in the assignment.	Question/problem/Concept is specifically and clearly identified.	Question/problem/concept is adequately identified.	Question/problem/concept is inadequately identified.	Question/problem/concept is not identified.
Gather: Uses search strategies (e.g. keywords, databases, library resources) to gather a range of sources.	Describes effective search strategies used to find sources.	Describes mostly effective search strategies used to find sources.	Describes somewhat effective search strategies used to find sources.	Describes ineffective search strategies used to find sources.
Evaluate: Evaluates gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise)	Thoroughly evaluates sources for relevance and credibility.	Adequately evaluates sources for relevance and credibility.	Minimally evaluates sources for relevance and credibility.	Does not evaluate sources for relevance and credibility.
Analyze: Analyzes content and perspectives of evaluated source material; shows connections between sources.	Thoroughly analyzes content and perspectives of source material; makes explicit connections between sources.	Adequately analyzes content and perspectives of source material; makes general connections between sources.	Minimally analyzes content and perspectives of source material; makes few connections between sources.	Does not analyze content and/or perspectives of source material; makes no connections between sources.
Communicate: Demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Clearly demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Generally demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Sometimes demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Demonstrates little or no use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.
Attribute: Demonstrates effective and ethical use of sources (e.g. bibliography, in-text citation for quoting, paraphrasing, and summarizing) appropriate to the assignment.	Consistently demonstrates correct and effective use of source-attribution strategies.	Generally demonstrates correct and effective use of source-attribution strategies.	Minimally demonstrates correct and effective use of source-attribution strategies.	Does not use source-attribution strategies.

Appendix 1: The assignment is not complete without these three questions being answered.

To faculty with an assignment aligned to the ILO of Information Literacy: The three questions below are a companion to the ILO Information Literacy rubric. If your assignment is aligned Information Literacy at the upper division according to the ILO Long-term Assessment plan, faculty must include these three questions in the assignment instructions to students.

Instructions to students: These three questions must be answered at the conclusion of your paper. The assignment is incomplete without your response.

1. Assignment Scope

Describe what you think is the major question, problem or concept to be investigated in this assignment. How did you decide how to start the process of looking for information needed in the assignment?

2. Gathering Sources

Describe the process you used to search for sources. Include details about the specific sources, search terms, and any other search strategies you may have used. When you looked for information, how broadly and deeply did you search?

3. Evaluating Sources

Assuming you found more information than would be useful in your paper, describe how you went about evaluating the sources to decide which to include in your paper.

Descriptions & Examples for Each Rubric Category:

Category 1: Scope

Identifies the question/problem/ concept to be investigated, in order to determine the information needed in the assignment.

- What guidance does the prompt offer in terms of helping students identify the question, problem, or concept they will need to investigate?

Example 1: Identify and investigate three current best practices or developing trends in entrepreneurship or small business management. Among the types of best practices or developing trends you may consider are the following: personnel and staffing decisions You may consider either or both commercial and not-for-profit best practices or developing trends.

Example 2: You will be asked to identify a personal area of interest that has emerged from the course. Thus, begin with an overview that describes your topic and why this is pertinent to the study of sport, racism, and ethnicity, as we have discussed in class each week. Be sure to explain why this topic is timely and important to consider in contemporary times.

Example 3: You are to identify a clinical, administrative, or policy issue in the (public) health sciences that relates to your observations and activities at your internship site. You start this process by describing and recording in your journal field notes, the work you are doing and what health topics come to mind. Once you have picked a topic that is interesting to you, that will be the topic of your paper and the focus of your research. Then you develop a specific research question about your topic to focus and filter your internship observations and activities throughout the semester.

Category 2: Gather

Uses search strategies (e.g. keywords, databases) to gather a range of sources.

- What kind(s) of sources are called for explicitly in the prompt (e.g. peer-reviewed literature; newspapers, magazines, blogs, and other forms of popular media acceptable; etc.)?
- What guidance does the prompt offer in terms of quantity and diversity of sources?

Example 1: Include and cite at least five independent, credible and substantive research sources. Possible research sources will be discussed in class. At least one of your sources must be primary: e.g., a personal in-depth interview or observation that you conduct.

Example 2: Use 5-10 resources to support your claims and arguments. Cite the course textbook at least once. Cite at least 2 academic peer-reviewed articles. Cite at least 2 journalistic references that provide substantial information and argument.

Category 3: Evaluate

Evaluates gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise).

- How does the prompt engage students in questioning the credibility of the sources they find?
- What guidance does the prompt offer in terms of ensuring students collect sources that are relevant for their assignment?

Example 1: The purpose of this section is to inform the reader of the relevance, accuracy, and quality of the sources cited. Each of the key citations (up to 5) you use in your paper should be described in an evaluative paragraph. A very brief summary of the content should be followed by an assessment of the source (e.g., did the source help you define the scope of your topic? Is the research described current/cutting-edge? Does the journal have a high impact factor? Are the author(s) well-established in the field of research? Are the interpretations well-supported? Are the statistics and methods sound?)

Example 2: Identify which sources have the most relevant and credible arguments/evidence (instead of the first 3 sources you find).

Category 4: Analyze

Analyzes content and perspectives of evaluated source material; shows connections between sources.

- What guidance does the prompt offer in terms of recognizing perspectives and making connections between sources?

Example 1: The goal of this section is to compare and contrast how each peer-reviewed article has addressed your original topic. In this section of the paper you will synthesize and compare the five articles and provide a more analytical view of your topic, making strong links with existing course concepts. When transitioning between papers, note their similarities as well as differences. Make comparison statements and provide original insight in this way, rather than simply summarizing each of the papers independently.

Example 2: Synthesize your findings and develop conclusions from your investigation in each of the three best practices or developing trends. Note, in particular, what may have been surprising or unexpected for you. Compare key similarities and differences among the three best practices or developing trends.

Example 3: Compare and contrast the differing perspectives present in the sources you've found looking for both corroborating and contradictory evidence.

Category 5: Communicate

Demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.

- What does the prompt explicitly define as the purpose of the information (e.g. provide background information, support multiple perspectives, etc.)?
- What guidance does the prompt provide in terms of how the information should be presented for the assignment?

Example 1: The purpose of this assignment is to critically reflect on a current social issue in sports that is meaningful to you and to formulate a position on that topic. You will need to represent two differing explanations to help develop a thoughtful and reasoned position. This includes using a sociological perspective to address the different arguments and implications of those positions. The quality of the argument rests on the quality of evidence used, and the logical application of that evidence to clearly articulate two different positions.

Example 2: Write your paper in the format and voice of a published, peer-reviewed journal article. Sections should include: abstract, introduction, methods, site description, results and discussion, and conclusion.

Category 6: Attribute

Demonstrates effective and ethical use of sources (e.g. bibliography, in-text citation for quoting, paraphrasing, and summarizing) appropriate to the assignment.

- What guidance does the prompt offer in terms of ethical access and use of information? (e.g., personal data, clinical trials, animal trials)?
- What guidance does the prompt offer in terms of reference and citation style?
- What guidance does the prompt offer regarding the balance of paraphrase, quotation, and summary?

Example 1: Your sources should be cited properly in the body of your paper following the APA Requirements. Your paper should have a reference page following Section 2.11 of the APA manual. Your paper should meet all the formatting requirements following the requirements of the APA Manual, Section 8.03. Your reference page should be formatted properly following the requirements of the APA Manual, Chapters 6 and 7.

Example 2: In a “A” level paper, the content presented from outside sources is paraphrased and not quoted.

Annotated Sample Assignment Aligning ILO Information Literacy to Assignment Instructions

Position Paper on Controversial Issue KIN 3750: Sport in Contemporary Society

The purpose of this assignment is to critically reflect on a current social issue in sports that is meaningful to you and to formulate a position on that topic. You will be working with a partner to write an evidence-based position paper. You will need to represent two differing explanations to help develop a thoughtful and reasoned position. This includes using a sociological perspective to address the different arguments and implications of those positions.

Milestone 1: identify a topic and writing partner. Make a 15 minute appointment with me to discuss your draft/paper.

Milestone 2: draft of Intro and the two different positions – goal is to choose best evidence for each position. For the draft the quality of evidence will be main focus of my evaluation

Milestone 3: identify a topic and writing partner . Make a 15 minute appointment with me to discuss your draft/paper

Milestone 4: draft of Intro and the two different positions – goal is to choose best evidence for each position. For the draft the quality of evidence will be main focus of my evaluation.

Milestone 5: You will be evaluated on the quality of your argument which includes the quality of evidence used, the logical application of that evidence to clearly articulate two different positions, and your logical use of evidence when explaining your own position. I strongly suggest each person to take lead on writing about one position.

Key Dates: (Here the **timeline** for the paper is stated along with requirements which include: **Scope, evaluate, analyze, & communicate** elements of the information literacy rubric)

(Evaluate; Analyze; Communicate) Here the quality of evidence is highlighted which involves evaluating sources for quality and relevance to the student's argument.

(Analyze, Communicate) Here the assignment emphasizes communicating the evidence found in sources in a logical way which articulates the required two positions.

Preparation: Decide the scope of your research question (**Scope**)

- Use both sociological databases for research (Sociological Abstracts) and popular culture sources (ESPN, NY Times, Atlantic) (**Gather**)
- Identify which sources have the best arguments/evidence (instead of the first 3 sources you find) – a minimum of three (**Evaluate; Analyze**)
- Select a style of citing (APA, MLA,) and be consistent throughout the paper. (**Attribute**)

Below are general guidelines for length of response: please keep it under 2500 words.

Introduction (1-2 paragraphs):

1. Identify a social issue that involves sport (**Scope**)
2. Explain why it is controversial – explain what is at stake (**Evaluate; Analyze; Communicate**)

Briefly explain why it is meaningful to you (**Communicate**)

Overview of two different positions on your issue (4-6 paragraphs):

1. Explain one position, include the 3 most compelling facts used to support that position (cite sources)
 - a. Explain who benefits most from this position (**Analyze; Communicate**)
 - b. Explain who loses out the most from this position (**Analyze; Communicate**)
2. Explain another position, include the 3 most compelling facts used to support that position (cite sources)
 - a. Explain who benefits most from this position (**Analyze; Communicate**)
 - b. Explain who loses out the most from this position (**Analyze; Communicate**)

This part of the assignment focuses on **gathering** sources and **evaluating** and **analyzing** those sources to find evidence for the students two arguments representing two positions on the controversial issue. Here the requirements for attribution (APA or MLA) are also stated.

Your position (2-3 paragraphs): (In this part of the assignment)

1. Explain what position you take by:
 - a. Explaining what evidence you found most persuasive (cite sources) **(Evaluate, Analyze, Attribute)**

Identifying the values that underlie your position. Explain what sociological theory best aligns with your position. **(Analyze)**

2. Use 5-10 resources to support your claims and arguments
 - a. Use/cite text book at least once
 - b. Use/cite at least 2 academic, peer reviewed articles
 - c. Use/cite at least 2 other journalistic references that provide substantial information and argument. **(Gather)**
3. Properly cite within the body of your paper as well as in a reference list. *Content that is paraphrased or quoted needs to be cited; tables and figures should be cited according to the chosen format.* Kinesiology generally uses APA format style. If you want to use another standard, please see me. **(Attribute)**
4. One note, this is your position so go ahead and write in the first person –you can use “I”
5. Students are required to complete the following questions in Appendix 1 after the essay is finished.

Use of Evidence

(quality is most important): **(Evaluate; Attribute)** Here the required number and quality of sources and attribution are stated; students are asked to find particular kinds of sources and both evaluate and use correct formatting when citing both within the text of the paper and at the end of the paper in the reference list. **(Attribution.)**