

## Week 3: Citing Information

| Resource Identification           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title:                            | Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Authors:                          | <a href="#">Gross, Melissa</a> <a href="mailto:mgross@ci.fsu.edu">mgross@ci.fsu.edu</a><br><a href="#">Latham, Don</a> <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Source:                           | <a href="#">Library &amp; Information Science Research</a> ; Sep2007, Vol. 29 Issue 3, p332-353, 22p                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Subject Terms:                    | * <a href="#">INFORMATION science</a><br>* <a href="#">STUDENTS</a><br>* <a href="#">LITERACY programs</a><br>* <a href="#">INFORMATION literacy</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| NAICS/Industry Codes:             | <a href="#">611691</a> Exam Preparation and Tutoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Abstract:                         | Abstract: Competency theory predicts a miscalibration between students' self-assessments of their information literacy skills and their actual skill level. This study investigates whether such a disparity is evident among incoming freshmen who test as non-proficient on a standardized test of information literacy. In addition, this study analyzes Information Literacy Test scores and library anxiety test scores to provide preliminary data on whether library anxiety is related to information literacy skill attainment. Findings reveal that the relationship between information literacy skills and self-assessments predicted by competency theory are evident in the domain of information literacy. This study did not find an association between information literacy skill scores and total library anxiety scores. However, a significant negative correlation between information literacy scores and the subscale "knowledge of the library" indicates that as information literacy scores rise, anxiety scores related to a lack of knowledge of the library fall. The findings suggest that traditional information literacy instruction may not be effective with non-proficient students, who are unlikely to see themselves as needing or benefiting from such instruction. [Copyright 2007 Elsevier] |
| Database: Academic Search Premier |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| DOI: 10.1016/j.lisr.2007.04.012   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- ☐ print book
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- ☐ e-book
- ☐ website
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- ☐ reference entry

## Week 3: Citing Information

Information literacy and social justice : radical professional praxis / Lua Gregory and Shana Higgins, editors ; foreword by Toni Samek

Library Juice Press | 2013

➔ [An electronic book accessible through the World Wide Web; click to view](#)

### More Details

Description 1 online resource (320 pages)

Includes bibliographical references and index.

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[ALA American Library Association](#)



### welcome!

Welcome to the ACRL Information Literacy website, ACRL's [Information Literacy Advisory Committee's](#) gateway to resources on information literacy. These resources will help you understand and apply the Information Literacy Competency Standards for Higher Education to enhance teaching, learning, and research in the higher education community.

If you are new to information literacy, you may find it helpful to begin with these links.

[Introduction to Information Literacy](#)  
[Information Literacy for Faculty and Administrators](#)

### quick links

[Info Lit Competency Standards](#)  
[Immersion Program](#)  
[Find a Peer Consultant](#)

### overview

- [Introduction to Info Lit](#)
- [Info Lit in a Nutshell for Faculty](#)
- [Glossary](#)

### resources & ideas

- [Info Lit in Action](#)
- [Collaboration](#)
- [Curriculum and Pedagogy](#)
- [Assessment Issues](#)
- [Global Info Lit](#)
- [Bibliographies](#)
- [Links: Related Resources](#)

### standards & guidelines

- [Standards Toolkit](#)
- [Step-by-Step Tutorial](#)
- [Adapting the Standards](#)
- [Using the Standards](#)
- [Accreditation](#)

### professional activity

- [Institute for Information Literacy](#)
- [Instruction Section](#)
- [ACRL Initiatives](#)
- [Peer Consultants and Speakers Database](#)
- [Advocate for Info Lit](#)
- [Grants](#)
- [Electronic Lists](#)
- [Information Literacy Survey](#)

ACRL Information Literacy Web Site  
Maintained and developed by the Information Literacy Advisory Committee. [Contact us.](#)  
ACRL is a division of the American Library Association

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<http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/informationliteracy.cfm>

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### Student engagement and the academic library / Loanne Snavely, editor

Libraries Unlimited, an imprint of ABC-CLIO, LLC | 2012

Available at Bailey Library Circulation (027.7 St9)

#### Items

Location Call No. Status

Bailey Library Circulation 027.7 St9 Available

#### More Details

##### Description

xiv, 139 pages : illustrations ; 26 cm

text txt rdacontent

unmediated n rdamedia

volume nc rdacarrier

#### Summary

"This unique book explores exciting programs and initiatives that can both engage undergraduate students with academic libraries and assist academic librarians in creating a vibrant library atmosphere"-- Provided by publisher.

#### Bibliography

Includes bibliographical references and index.

#### Contents

Engaging undergraduates with the academic library / Loanne Snavely, Head, Library Learning Services, Penn State University Libraries -- Using an alternate reality game to engage students in learning / Emily Rimland, Information Literacy Librarian, Penn State University Libraries -- Lost in the stacks : the research library rock 'n roll radio show! / Ameet Doshi, Head, User Experience Department, Georgia Institute of Technology Library -- Perceived ease of use and student satisfaction and engagement with the library / Lesley Moyo, Director for Research & Instructional Services, University Libraries, Virginia Tech -- Invisible connections : creating community through oral storytelling in the Listening Project / Wendy Girven, Public Services Librarian/Assistant Professor of Library Science, University of Alaska Southeast -- Engaging undergraduates in research : exploring students' research behavior and rewarding outstanding use of library resources / Emily Daly, Coordinator of Upper Level Instruction and Librarian for the Program in Education, Duke University -- Undergraduates of opportunity : capitalizing on talent and crafting undergraduate projects with rare books and manuscripts / Sandra Stelts, Curator of Rare Books and Manuscripts, Penn State University Libraries -- Engaging international students with the academic library / Dawn Amsberry, Reference and Instruction Librarian, Penn State University Libraries -- Service-learning : engaging college students with the library and information literacy competencies / Maureen Barry, Librarian for First Year and Distance Learning Services, Wright State University -- Developing a marketing plan for the library by and for students / Gary White, Head of Reference Collections and Research, Penn State University Libraries -- MInDSpace : new media, mashups, and learning / Jaqueline M. Fritz, New Media Librarian, with contributor Karl Carter, Director, Learning Technologies Services, Bucks County Community College -- The library as studio : enculturation, student engagement, and the spaces of the library / Patrick Tomlin, Art and Architecture Librarian, Virginia Tech.

#### Subject

Academic libraries -- United States.

Libraries and colleges -- United States.

Libraries and students -- United States.

Library orientation for college students -- United States.

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### Week 3: Citing Information

information literacy /ˌɪnfəˈmeɪʃ(ə)nˌlɪt(ə)rəsi/; *noun*

The ability to find relevant information for a particular situation or problem, and to interpret that information effectively

© A & C Black Publishers Ltd 2006

Dictionary of Information and Library Management

Retrieved from [http://www.credoreference.com/entry/acbinfomanage/information\\_literacy](http://www.credoreference.com/entry/acbinfomanage/information_literacy)

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## Week 3: Citing Information

Teaching Students to Swim in the Online Sea  
Geoffrey Nunberg. New York Times. (Late Edition (east Coast)). New York, N.Y.:  
Feb 13, 2005. p. 4.4 (ProQuest National Newspapers Premier)

INFORMATION literacy seems to be a phrase whose time has come. Last month, the Educational Testing Service announced that it had developed a test to measure students' ability to evaluate online material. That suggested an official recognition that the millions spent to wire schools and universities is of little use unless students know how to retrieve useful information from the oceans of sludge on the Web.

Clearly, "computer skills" are not enough. A teacher of Scandinavian literature at Berkeley recently described how students used the Web to research a paper on the Vikings: "They're Berkeley students, so, of course, they have the sense to restrict their searches to 'vikings NOT minnesota.' But they're perfectly willing to believe a Web site that describes early Viking settlements in Oklahoma."

That trusting nature is partly a legacy of the print age. If we tend to give the benefit of the doubt to the things we read in library books, it is because they have been screened twice: first by a publisher, who decided they were worth printing, and then by the librarian who acquired them or the professor who requested their purchase.

The Web imposes no such filters, even as it allows users to examine subjects people would never have gone to a traditional library to research, like buying a printer or a cheap airline ticket. Many adolescents use the Internet to get information about issues they are reluctant to discuss with parents or teachers, like sexual behavior, sexual identity, drug use or depression and suicide.

But there is a paradox in the way people think of the Web. Everyone is aware that it teems with rotten information, but most people feel confident that they can sort out the dross. In a survey released last month by the Pew Project on the Internet and American Life, 87 percent of search-engine users said they found what they were looking for all or most of the time.

That level of confidence may not be justified, particularly when a search for information requires judging a Web site's credibility. According to the Pew survey, only 38 percent of search-engine users were aware of the difference between unpaid and sponsored search results, and only 18 percent could tell which was which.

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#### Identify the Resources in the MLA Formatted Citations

##### Works Cited

Capeheart, Loretta. *Social Justice Theories, Issues, and Movements*. New Brunswick: Rutgers University, 2007. ebrary. Web. 23 Feb. 2010.

\*Type of resource: \_\_\_\_\_

Heaney, Tom. "Pursuit of Social Justice in Situations of Conflict." *New Directions for Adult & Continuing Education* 123 (2009): 65-74. *Academic Search Premier*. Web. 23 Feb. 2010.

\*Type of resource: \_\_\_\_\_

Moghadam, Valentine M. *Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement*. Lanham: Rowman & Littlefield, 2009. Print.

\*Type of resource: \_\_\_\_\_

"Social Justice." *Dictionary of Youth Justice*. Ed. Phil Scraton. Devon: Willan, 2008. *Credo Reference*. Web. 8 Jan. 2015.

\*Type of resource: \_\_\_\_\_

*Sojourners Faith, Politics, Culture*. Sojourners, 2010. Web. 23 Feb. 2010. [www.sojo.net](http://www.sojo.net)>.

\*Type of resource: \_\_\_\_\_



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#### Identify the Parts of the Citation

Heaney, Tom. "Pursuit of Social Justice in Situations of Conflict." *New Directions for Adult & Continuing Education* 123 (2009): 65-74. *Academic Search Premier*. Web. 23 Feb. 2010.

Title of the Article: \_\_\_\_\_

Journal Title: \_\_\_\_\_

Author: \_\_\_\_\_ Database: \_\_\_\_\_

Date of Publication: \_\_\_\_\_ Date of Access: \_\_\_\_\_ Page #'s: \_\_\_\_\_

"Social Justice." *Dictionary of Youth Justice*. Ed. Phil Scraton. Devon: Willan, 2008. *Credo Reference*. Web. 8 Jan. 2015.

Title of Article: \_\_\_\_\_ Title of Reference Resource: \_\_\_\_\_

Place of Publication: \_\_\_\_\_ Publisher: \_\_\_\_\_ Database: \_\_\_\_\_

Date of Publication: \_\_\_\_\_ Date of Access: \_\_\_\_\_

Moghadam, Valentine M. *Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement*. Lanham: Rowman & Littlefield, 2009. Print.

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Date of Publication: \_\_\_\_\_

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