

# HRA 502: Human Resource Management

**Semester Offering: Fall 2006, Wednesday 6-30-9:10pm**

**Completion Date: December 6, 2006**

**Course Enrollment: Nine HRA Graduate Students**

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## Course Purpose

This is a survey course of the human resources functions utilized within an organization and their implications for line and staff personnel. A new graduate student would take this course normally during their first semester of their proposed program. It is intended to provide the graduate student with: (a) an overview of the human resources function in organizational settings, (b) an introduction to campus information systems available, and (c) an introduction to current research resources available for success in the program. We will discuss core human resource functional topics such as human resource planning, recruitment, selection, compensation, performance review training, the legal regulatory environment affecting human resources. Ethical perspectives, international themes, as well as support activities as motivation, job design, job analysis, and planning. The course will draw upon both current HR practices and relevant research. It is imperative that new graduate students have knowledge of literacy services on campus for them to be successful in future coursework. The aim of incorporating information literacy into this course is to create an environment that strengthens the self-efficacy level of the adult learner returning to school and for future success as an HR practitioner.

## Library Course Goals

Class members will:

- gain practical and factual knowledge regarding the difference in professional resources and scholarly (peer) resources and research.
- learn fundamentals of accessing this information through library links and professional websites
- develop skills in analyzing and presenting research using APA format
- develop researching skills using the UOFS library system and Blackboard system for projects

## Proposed Course Objectives/Outcomes

Students will:

- I. Practice how to search, access, and evaluate current scholarly empirical research, dated 2003-2006, used in a written scholarly project with 100% accuracy.
- II. Present current scholarly empirical research in a 20 minutes oral presentation using PowerPoint in identifying the following: the Hypotheses, Methods, Population, and Results, inclusive of a personal critical analysis of the cited research with 100% accuracy.
- III. Search, access, and evaluate current HR laws, court cases, and litigation findings, using various types of research databases, used in a paper identifying 3 current HR laws integrating found information for current organization use.
- IV. Develop research skills utilizing the library system, during a two-session literacy workshop presentation, at the beginning of the course with 100% accuracy.

Presented next are the specific details associated to each course objective in relation to the

Information Literacy Project. Each objective and outcomes are presented in the following format:

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**Proposed Course Objective And Project #**

Final Course Outcomes

**Information Literacy Standard Accomplished**

1. Each Performance Indicator Accomplished
    - Outcomes Specified By Each Indicator
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**Proposed Course Objectives/Outcome I (Project 1)**

**Students will:**

**I. Practice how to search, access, and evaluate current scholarly empirical research, dated 2003-2006, used in a written scholarly project with 100% accuracy**

Final Course Outcomes:

Students met with Clara Hudson on September 13, 2006 in McGurkin Hall, lab room 406, for hands-on library instruction on how to search, access, and evaluate scholarly research for their first course project. The students completed a Level 1 Evaluation (reaction evaluation assessment) at the end of the session. Students reported that they found this session to be very helpful. Several students noted that they wished they had more time. In consultation with the librarian representative, most students would like more than one instructional class session. However, not common practice for a course to dedicate any instructional time to library research, this instructional session offered more than most course offerings. Based on student suggestions, it would be prudent to offer more than one instructional session especially for first- semester new adult learners. Presented next are responses from the open-ended questions from this level one evaluation form.

Students were asked:

*What is one useful tip or technique you learned today?* Students listed the following responses:

Google Scholar and Emerald, Advanced search topics, How to use Google scholar, How to locate the databases, Search options, How to determine if an article is scholarly, Narrowing my search to what I really need, How to identify Scholarly [articles].

*What was covered in this session that you already knew?* Students listed the following responses:

Nothing, The basics of research, I have used the system for 4 years [was an undergraduate student here], How to access the library website, None-all was new, How to search the library itself, nothing [all was new-2 students noted this].

*What was not covered in this session that you wish had been?* One student listed the following comment:

all other students listed N/A or did not write a response.

Where to begin

*Was there anything unclear or confusing?* Students listed the following responses:

4 students did not list any comments and 4 students commented that the session: Went too fast, Too much info in too short of time, Brain overload, and Needed more than one session.

*Other comments:* Students listed the following responses:

Very knowledgeable; Break down as if a Research for Dummies class. Never had to research as an undergrad; A lot of good info-we will get

there as long as faculty is patient; Thank You a great beginning; several students noted N/A

All students submitted a research article report [written scholarly project 1] on October 4, 2006. The project item was worth 100 points out of a total of 350 for the course. The average

score was 93.75 with a SD of 4.21, and a variance of 17.69. The high score was 99 and low score was 87. The criterion for evaluation for this project (Level 2 Evaluation: Learning) was as follows:

- Choose a research article relevant to a topic covered the chapter/class session.
- The article needed to be from a journal that reported results of research studies (published date no earlier than 2004).
- The content was to be a minimum of 5 pages in length, using APA 5th edition style to include:
  - Cover page (APA)
  - Abstract (APA)
  - Subheadings (APA)
  - A summary of why the student chose the article
  - A photocopy of the article
  - The hypotheses and/or research questions
  - A description of the subjects'
  - A description methodology used
  - A explanation of the results
  - A discussion of the practical applications of the article for Human Resource Professionals
  - A discussion of the practical applications of the article for the industry the student works in,
  - A critique of article {methodology, writing presentation, limitations, and bias}
  - Correct use of APA (5th ed.) writing style for internal citations and document support,
  - APA reference page

Presented next are the information literacy standards linked to the specific performance indicators and outcomes achieved through *Course Objective/Outcome 1*. These Literacy Standards are cited as written in the **ACRL Information Literacy guidelines** located at [www.scranton.edu/department/wml/infolit.html](http://www.scranton.edu/department/wml/infolit.html)

### Information Literacy Standards Accomplished in Project 1

**Standard One:** The information literate student determines the nature and extent of the information needed.

1. Performance Indicator: The information literate student defines and articulates the need for information.

Outcomes:

- Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- Explores general information sources to increase familiarity with the topic
- Defines or modifies the information need to achieve a manageable focus
- Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information. .

Outcomes:

- Knows how information is formally and informally produced, organized, and disseminated

Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

3. Performance Indicator: The information literate student reevaluates the nature and extent of the information need.

Outcomes:

- Reviews the initial information need to clarify, revise, or refine the question

Standard Two: The information literate student accesses needed information effectively and efficiently.

1. Performance Indicator: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes:

- Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. Performance Indicator: The information literate student constructs and implements effectively-designed search strategies.

Outcomes:

- Develops a research plan appropriate to the investigative method
- Identifies keywords, synonyms and related terms for the information needed
- Selects controlled vocabulary specific to the discipline or information retrieval source
- Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- Implements the search using investigative protocols appropriate to the discipline

3. Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.

Outcomes:

- Uses various search systems to retrieve information in a variety of formats
- Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

4. Performance Indicator: The information literate student refines the search strategy if necessary.

Outcomes:

- Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
- Identifies gaps in the information retrieved and determines if the search strategy should be revised
- Repeats the search using the revised strategy as necessary

5. Performance Indicator: The information literate student extracts, records, and manages the information and its sources.

Outcomes:

- Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- Records all pertinent citation information for future reference

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes:

- Reads the text and selects main ideas
  - Restates textual concepts in his/her own words and selects data accurately
  - Identifies verbatim material that can be then appropriately quoted
2. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
  - Analyzes the structure and logic of supporting arguments or methods
  - Recognizes prejudice, deception, or manipulation
  - Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
3. Performance Indicator: The information literate student synthesizes main ideas to construct new concepts.

Outcomes:

- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
4. Performance Indicator: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes:

- Determines whether information satisfies the research or other information
- Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
- Draws conclusions based upon information
- Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusion
- Integrates new information with previous information or knowledge
- Selects information that provides evidence for the topic

5. Performance Indicator: The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes:

- Investigates differing viewpoints encountered in the literature
  - Determines whether to incorporate or reject viewpoints encountered
6. Performance Indicator: The information literate student determines whether the initial query should be revised.

Outcomes:

- Determines if original information need has been satisfied or if additional information is needed
- Reviews search strategy and incorporates additional concepts as necessary
- Reviews information retrieval sources used and expands to include others as needed

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes:

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
  - Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
  - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. Performance Indicator: The information literate student communicates the product or performance effectively to others.

Outcomes:

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
  - Uses a range of information technology applications in creating the product or performance
  - Incorporates principles of design and communication
  - Communicates clearly and with a style that supports the purposes of the intended audience
3. Performance Indicator: The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes:

- Selects an appropriate documentation style and uses it consistently to cite sources

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes:

- Uses approved passwords and other forms of ID for access to information resources
- Complies with institutional policies on access to information
- Preserves the integrity of information resources, equipment, systems and facilities
- Legally obtains, stores, and disseminates text, data, images, or sounds
- Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

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### **Proposed Course Objective/Outcome II (Project 2)**

**Students Will:**

- II. **Present current scholarly empirical research in a 20 minutes oral presentation using PowerPoint in identifying the following: the Hypotheses, Methods, Population, and Results, inclusive of a personal and professional critical analysis of the cited research with 100% accuracy**

#### Final Course Outcomes

A scholarly presentation on the written scholarly article report was prepared and presented by each student on different dates. The project item was worth 50 points out of a total of 350 for the course. The average score was 48.38 with a SD of 2.12, and a variance of 4.48. The high score was 50 and low score was 43. The criterion for evaluation for the project (Level 2 Evaluation: Learning) was as follows:

- Provide handouts for oral reports (containing complete reference citation and main points; this should not be a copy of you abstract or PPT used for your presentation.)
- Present all information in a clear easy-to understand manner.
- Discuss practical application for HR professionals.
- Critique the article if time and as appropriate
- Answer all questions asked by the class members and/or instructor.
- Stay within the time limit
- Supply everyone with a handout to include:
- Complete reference citation (APA Style) of article(s) used, Summary of main points, explanation of why choose the article, Listing of Hypotheses/research questions, List of subjects, methodology, and results.

Presented next are the information literacy standards linked to the specific performance indicators and outcomes achieved through *Course Objective/Outcome 1*. These Literacy Standards are cited as written in the **ACRL Information Literacy guidelines** located at [www.scranton.edu/departments/wml/infolit.html](http://www.scranton.edu/departments/wml/infolit.html)

### **Information Literacy Standards Accomplished for Project 2:**

**Standard One:** The information literate student determines the nature and extent of the information needed.

1. Performance Indicator: The information literate student defines and articulates the need for information.

Outcomes:

- Defines or modifies the information need to achieve a manageable focus
  - Identifies key concepts and terms that describe the information need
  - Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
2. Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes:

- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
3. Performance Indicator: The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes:

- Defines a realistic overall plan and timeline to acquire the needed information

Standard Two: The information literate student accesses needed information effectively and efficiently.

1. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

- Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- Creates a system for organizing the information
- Records all pertinent citation information for future reference
- Uses various technologies to manage the information selected and organized

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student summarizes the main ideas to be extracted from the information gathered

Outcomes:

- Reads the text and selects main ideas
  - Restates textual concepts in his/her own words and selects data accurately
  - Identifies verbatim material that can be then appropriately quoted
2. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- Analyzes the structure and logic of supporting arguments or methods
- Recognizes prejudice, deception, or manipulation



- Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
3. Performance Indicator: The information literate student synthesizes main ideas to construct new concepts.

Outcomes:

- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
  - Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
4. Performance Indicator: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes:

- Draws conclusions based upon information
  - Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusion
  - Selects information that provides evidence for the topic
5. Performance Indicator: The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes:

- Participates in classroom and other discussions

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes:

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
  - Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
  - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. Performance Indicator: The information literate student revises the development process for the product or performance.

Outcomes:

- Reflects on past successes, failures, and alternative strategies
3. Performance Indicator: The information literate student communicates the product or performance effectively to others.

Outcomes:

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- Uses a range of information technology applications in creating the product or performance
- Incorporates principles of design and communication
- Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes:

- Uses approved passwords and other forms of ID for access to information resources
  - Preserves the integrity of information resources, equipment, systems and facilities
  - Legally obtains, stores, and disseminates text, data, images, or sounds
  - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
2. Performance Indicator: The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes:

- Selects an appropriate documentation style and uses it consistently to cite sources
- Posts permission granted notices, as needed, for copyrighted material.

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### **Proposed Course Outcome III (Project 3)**

**Students will:**

- III. Search, access, and evaluate current HR laws, court cases, and litigation findings, using various types of research databases, used in a paper identifying three current HR laws integrating found information for current organization use.**

### Final Course Outcomes

Students met with Clara Hudson a second time on October 4, 2006 in McGurkin Hall, lab room 406, for hands-on library instruction on how to search, access, and evaluate Law/Legal research using Lexis Nexis for their third course project. The project item was worth 100 points out of a total of 350 for the course. The average score was 87.88 with a SD of 4.28, a variance of 18.36. The high score was 92 and low score was 80. The criterion for evaluation for the project (Level 2 Evaluation: Learning) was as follows:

- Research any three laws affecting the workplace- Find three laws, Human Resources related, such as:

The Civil Rights Act Of 1964; The Family And Medical Leave Act (FMLA); Sarbanes-Oxley Act Of 2002; McNamara-O'Hara Service Act Of 1965; The "Right To

Know" Legislation; Negligent Hiring Theory, Drug Testing And The 4th Amendment- Government Violation Of Search And Seizures?; Drug Testing And The 4th Amendment- Private Sector Testing; PA Law On Polygraph Testing For Pre-Employment Screening; FSLA And The Portal To Portal Act; The Uniformed Service Employment And Re-Employment Rights Act (USERRA) Of 1994; National Origin And English Only Rules;

- Give a brief overview of the law
- Discuss the implications the law have had or has on your particular industry or (organization)
- Project how the laws will continue to affect the industry of your choice.
- The entire content of the assignment should not exceed five (5) word-processed pages in length.
- Must use APA 5<sup>th</sup> edition (Never count the cover page or the reference page)

Presented next are the information literacy standards linked to the specific performance indicators and outcomes achieved through *Course Objective/Outcome 3*. These Literacy Standards are cited as written in the **ACRL Information Literacy guidelines** located at [www.scranton.edu/department/wml/infolit.html](http://www.scranton.edu/department/wml/infolit.html)

### **Information Literacy Standards Accomplished in Project 3:**

**Standard One:** The information literate student determines the nature and extent of the information needed.

1. Performance Indicator: The information literate student defines and articulates the need for information.

Outcomes:

- Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- Develops a thesis statement and formulates questions based on the information need
- Explores general information sources to increase familiarity with the topic
- Defines or modifies the information need to achieve a manageable focus
- Identifies key concepts and terms that describe the information need

2. Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes:

- Knows how information is formally and informally produced, organized, and disseminated
- Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

3. Performance Indicator: The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes:

- Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- Defines a realistic overall plan and timeline to acquire the needed information
- Performance Indicator: The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

- Reviews the initial information need to clarify, revise, or refine the question

Standard Two: The information literate student accesses needed information effectively and efficiently.

1. Performance Indicator: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes:

- Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
  - Investigates benefits and applicability of various investigative methods
  - Investigates the scope, content, and organization of information retrieval systems
  - Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
2. Performance Indicator: The information literate student constructs and implements effectively-designed search strategies.

Outcomes:

- Identifies keywords, synonyms and related terms for the information needed
  - Selects controlled vocabulary specific to the discipline or information retrieval source
  - Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
  - Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
3. Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.

Outcomes:

- Uses various search systems to retrieve information in a variety of formats
  - Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
  - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
  - Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
4. Performance Indicator: The information literate student refines the search strategy if

necessary.

Outcomes:

- Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
  - Identifies gaps in the information retrieved and determines if the search strategy should be revised
  - Repeats the search using the revised strategy as necessary
5. Performance Indicator: The information literate student extracts, records, and manages the information and its sources.

Outcomes:

- Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
- Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- Records all pertinent citation information for future reference
- Uses various technologies to manage the information selected and organized

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes:

- Reads the text and selects main ideas
  - Restates textual concepts in his/her own words and selects data accurately
  - Identifies verbatim material that can be then appropriately quoted
2. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
  - Analyzes the structure and logic of supporting arguments or methods
  - Recognizes prejudice, deception, or manipulation
  - Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information
3. Performance Indicator: The information literate student synthesizes main ideas to construct new concepts.

Outcomes:

- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
4. Performance Indicator: The information literate student compares new knowledge with

prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes:

- Determines whether information satisfies the research or other information
  - Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
  - Draws conclusions based upon information
  - Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusion
  - Integrates new information with previous information or knowledge
  - Selects information that provides evidence for the topic
5. Performance Indicator: The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes:

- Determines whether to incorporate or reject viewpoints encountered
6. Performance Indicator: The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes:

- Participates in classroom and other discussions
  - Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
7. Performance Indicator: The information literate student determines whether the initial query should be revised.

Outcomes:

- Determines if original information need has been satisfied or if additional information is needed
- Reviews search strategy and incorporates additional concepts as necessary

**Standard Four:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes:

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
  - Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
  - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. Performance Indicator: The information literate student communicates the product or performance effectively to others.

Outcomes:

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- Uses a range of information technology applications in creating the product or performance
- Incorporates principles of design and communication
- Communicates clearly and with a style that supports the purposes of the intended audience

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. Performance Indicator: The information literate student understands many of the ethical, legal, and socio-economic issues surrounding information and information technology.

Outcomes:

- Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
2. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes:

- Uses approved passwords and other forms of ID for access to information resources
- Complies with institutional policies on access to information
- Preserves the integrity of information resources, equipment, systems and facilities
- Legally obtains, stores, and disseminates text, data, images, or sounds
- Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
3. Performance Indicator: The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes:

- Selects an appropriate documentation style and uses it consistently to cite sources

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### **Proposed Course Outcome IV**

**Students will:**

- III. Develop research skills utilizing the library system, during a two-session literacy workshop presentation, at the beginning of the course with 100% accuracy.**

### **Final Course Outcomes**

Students initially met with Eugeniu Grigorescu, from the CTLE, on September 6, 2006 for a hands-on Computer lab with formal instruction covering the elements of Blackboard and how the Blackboard Course Management system would be utilized in the HRA 502 course. Students were to utilize Blackboard for the following:

- Course content and supporting materials
- To upload project 1 and 2 into the digital drop box
- Practice using Live chat on September 6th



- Utilized the discussion boards and threads during a scheduled online sessions during week 13 of the class the 13 to post and respond to information
- Post PPT presentations for their Oral Report
- Utilized the A&\*Q discussion thread for Self-directed learning

The students met with Clara Hudson on September 13 and on October 4, 2006 in McGurrian Hall, lab room 406, for hands-on library instruction on how to search, access, and evaluate Scholarly Research for their first course project and how to search, access, and evaluate Law/Legal Research using Lexis Nexis for their third course project.

All three sessions were imperative to the successful completion of each project as presented in the first three course outcomes. Each student completed each assignment for an overall 100 % pass rate for each project and overall course grade. Based on this information and the outcomes of the course, this faculty member will continue the hands-on Instructional Library Literacy sessions and a hands-on session for Blackboard. A possible fourth session to incorporate more advance library researching techniques is currently under consideration to include in the next course offering of HRA 502.

Presented next are the information literacy standards linked to the specific performance indicators and outcomes achieved through Course *Objective/Outcome 4*. These Literacy Standards are cited as written in the **ACRL Information Literacy guidelines** located at [www.scranton.edu/department/wml/infolit.html](http://www.scranton.edu/department/wml/infolit.html)

#### Information Literacy Standards Accomplished in Project 4:

Standard One: The information literate student determines the nature and extent of the information needed.

1. Performance Indicator: The information literate student defines and articulates the need for information.

Outcomes:

- Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
- Explores general information sources to increase familiarity with the topic

2. Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes:

- Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

3. Performance Indicator: The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes:

- Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

Standard Two: The information literate student accesses needed information effectively and efficiently.



1. Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.

Outcomes:

- Uses various search systems to retrieve information in a variety of formats
  - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
2. Performance Indicator: The information literate student extracts, records, and manages the information and its sources.

Outcomes:

- Uses various technologies to manage the information selected and organized

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

1. Performance Indicator: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
  - Analyzes the structure and logic of supporting arguments or methods
  - Recognizes prejudice, deception, or manipulation
  - Recognizes the cultural, physical, or other context within which the information was created and Performance Indicator: understands the impact of context on interpreting the information
2. The information literate student synthesizes main ideas to construct new concepts.

Outcomes:

- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
  - Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
  - Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
3. Performance Indicator: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes:

- Draws conclusions based upon information
  - Integrates new information with previous information or knowledge
4. Performance Indicator: The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes:

- Participates in classroom and other discussions
- Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)

**Standard Four:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. Performance Indicator: The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes:

- Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
  - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
2. Performance Indicator: The information literate student revises the development process for the product or performance.

Outcomes:

- Reflects on past successes, failures, and alternative strategies
3. Performance Indicator: The information literate student communicates the product or performance effectively to others.

Outcomes:

- Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
- Uses a range of information technology applications in creating the product or performance
- Incorporates principles of design and communication
- Communicates clearly and with a style that supports the purposes of the intended audience

**Standard Five:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. Performance Indicator: The information literate student understands many of the ethical, legal, and socio-economic issues surrounding information and information technology.

Outcomes:

- Identifies and discusses issues related to privacy and security in both the print and electronic environments
  - Identifies and discusses issues related to censorship and freedom of speech
  - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
2. Performance Indicator: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes:

- Participates in electronic discussions following accepted practices (e.g. "Netiquette")
- Uses approved passwords and other forms of ID for access to information resources
- Complies with institutional policies on access to information
- Legally obtains, stores, and disseminates text, data, images, or sounds