

## WMRLS Survey on Information Literacy

During the week of July 29 through August 4, I conducted an informal survey of the WMRLS and YSLead Massachusetts email discussion lists. Within the survey, I asked librarians to share information on the programs and services that their library provides in the following areas:

1. Library skills training for high schoolers and college freshman
2. Procedures that your library uses to deal with plagiarism
3. Procedures that your library uses to deal with copyright violations

The responses from this survey are listed below.

*Janet Eckert, WMRLS*

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### **Springfield Technical Community College Library ~**

We offer a 1-credit course "Library Exploration for the 21st Century". As well as standard reference tools, students are exposed to online catalogs, databases, Internet, keyword and Boolean searching, and subject searching. One session is spent on Copyright and Plagiarism.

I've used the website below in a group exercise and it was very successful in initiating discussion of the issues.

**<http://education.indiana.edu/~frick/plagiarism/item1.html>**

*Lynn Kleindienst, AV Librarian, STCC Library*

### **Springfield Technical Community College ~**

We don't do much with high school student skills, but we have a vigorous instructional program that reaches almost all English Composition 1 daytime classes, and most English Composition 1 evening classes. We also are in the second year of a focused program for incoming nursing students. One or more classes in each of the five academic schools on the campus attend one or more sessions on using library tools. This is due, in large part, to the efforts of the Dean of Library Services who has been able to convince her peers that our services are valuable to students in their programs. Without her advocacy, I suspect there would be many fewer invitations.

These latter classes, as well as the ones offered for the English department, are tailored to course content as much as possible. We are very concerned with assignment development. We have had three faculty workshops focused on assignment development and information literacy. Bad assignments have bad outcomes, so we offer consultation with library staff so that faculty can be confident that the assignment they give will be supported.

Within the library we offer three four-credit classes.

One is a three-credit honors class that deals with multiple aspects of information, and is undergoing significant change this year. Information literacy as spelled out in the ACRL document done in 2000 is included. Students examine historical resources, design search strategies for print and electronic sources, assess the reliability of information, use a variety of techniques to locate information in every conceivable format, from print to audiovisual to electronic (and all media in between), evaluate located materials, review standard tools, and create a capstone project on the future of information incorporating these activities. Plagiarism is dealt with via the campus policy (attached) that has been in force since 2001. The class meets weekly for 3 hours for an entire semester.

The other two one-credit classes are more focused on information literacy. One is for students who hope to go on to become teachers, and one is more general. Each meets for 1 hour a week for a semester or twice a week for a half semester. One is attached to a Computer Concepts class. Lynn Kleindienst also conducts classes on this topic and has shared her information above.

The campus has a copyright policy and a plagiarism policy. The latter appears in the student handbook and in the campus catalog. I have appended it below. Faculty refer to it in their syllabi. One helpful site is: <http://www.westga.edu/~library/depts/li/plagiarism.shtml>

We want to offer a plagiarism workshop for faculty this fall.

### STCC Academic Honesty Policy

Communication of knowledge and a free exchange of ideas, two essential aspects of a college community, require a fundamental standard of honesty. Students and faculty must be able to expect that thought and work presented for credit are the property of the person presenting them. To safeguard these principles, it is important to clarify the rules and procedures regarding academic honesty.

1. Academic dishonesty - Students must refrain from all forms of academic dishonesty including but not limited to:

- Cheating on quizzes and examinations. Cheating is to act dishonestly or fraudulently in performing assignments, tests or quizzes; or to violate established or accepted rules of behavior in performing assignments, tests or quizzes.
- Abetting others in cheating.
- Appropriating other student's work.
- Plagiarizing written assignments. Plagiarism occurs when the creative work of another individual is imitated or used without authorization, or when the creative work of someone else is represented as one's own original work. Plagiarism includes but is not limited to:
  - Making a direct copy of another's work without appropriate citation. This includes books, articles, the work of other students, and information from the World Wide Web.
  - Paraphrasing the work of another so that the essential meaning and/or progression of ideas is maintained in spite of minor changes.
  - Resubmitting one's own work as new, following previous submission for credit in another class or other context.

- Presenting work as one's own that was produced in conjunction with others, such as another student or a tutor, without including appropriate citation.
- Closely imitating, without citation, the creative work of another in a creative work of artistic merit.

It should be made clear that the continuously expanding capabilities of electronic media represent increased opportunities for plagiarism. Students should be aware that fraudulently presented material from electronic sources (such as the World Wide Web) will be treated as seriously as that from any other source.

### Consequences of Academic Dishonesty

Faculty who find students in violation of honesty standards shall determine the appropriate response. Punishment may include dismissal and/or failing grade in the course. Faculty will report incidents of academic dishonesty and the action taken in response to them in writing to the Dean of Student services.

The Dean of Student Services may elect to pursue further action up to and including dismissal from the College. Students who believe themselves to be unjustly accused or punished for academic honesty violations may pursue the matter through the grievance procedure outlined on the following pages.

*Barbara Wurtzel, Reference Librarian, Springfield Technical Community College*

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### **Hubbard Memorial Library, Ludlow ~**

In Ludlow, we don't do anything in particular, but when I was a student at Holyoke Community College, the campus library had some wonderful handouts set out in a display on how to correctly document works and how to use the library. As a student, I found their handouts to be extremely helpful. You may want to contact them and ask them to send copies through delivery to you or visit their web page @

**[http://www.hcc.mass.edu/html/Learning\\_at\\_HCC/Library/Library.htm](http://www.hcc.mass.edu/html/Learning_at_HCC/Library/Library.htm)**

Melissa, Hubbard Memorial Library, Ludlow

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### **Elms College Library, Chicopee ~**

At the Elms we have just started to develop an Information Literacy component for incoming freshmen. Faculty have recently voted on a core revision which includes this component in the Rhetoric curriculum. The librarians are designing and teaching this module which will include a virtual tour of the library mounted on our website, a hands-on class dedicated to library services and databases, and an Information Literacy tutorial that will be mounted on blackboard which includes a final exam and assessment piece on the program. The tutorial will include the three elements you highlighted in your message. We will be providing definitions on what constitutes plagiarism and

copyright violations. We are expecting that the tutorial will be available on our website by September 1. I will be happy to share our info with you as soon as it is in presentable form. As to procedures for dealing with plagiarism and copyright violations, the faculty usually handle individual issues as they arise. They (the faculty) come to us for verification of possible violations, and deal with the students with the assistance of the academic dean.

*Pat Bombardier, Library Director, Elms College*

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### **Dennis-Yarmouth Regional High School Library Media Center ~**

I teach 9th grade basic "This Is The High School Library" skills, which includes online databases and catalog. This is followed up with subject specific online databases as needed/requested/indicated by what is going on by way of research. I teach web evaluation on demand and when I think the group of students would benefit. Teachers suspecting plagiarism usually consult with me. We have language (vague) in our parent student handbook that deals with stealing. Copyright signs are posted in the library at the photocopier. In the building I refuse to be the copyright police, I believe it is up to the School Committee to have a policy and they don't. I will not nor will I allow my staff to make illegal copies of videotapes. We do have a duo deck that's been around for years. We don't make copies but I'm sure the teachers do.

*Julia M. Johnson, Library Media Dept. Head, Dennis-Yarmouth Regional High School, South Yarmouth*

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I don't have any specific materials to attach but I do find a lot of relevant stuff at <http://www.fno.org>. From Now On (fno) is Jamie Mckezie's education technology journal. He has a lot of great material regarding plagiarism and the Internet. The best way to find it is to go to the fno site and use the search function with key words like "plagiarism."

*Ann Distasio*

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### **D'Amour Library, Western New England College ~**

Here are a few sites/readings that were helpful to me.

<http://mars.acnet.wnec.edu/~infolit/WNECinfolit.htm>

I just updated that page which our information literacy committee used during its deliberations. Although it has a slant for academic libraries, I think that for public librarians the link to the ALA Special Presidential Committee "Information Literacy Community Partnerships Toolkit" would be interesting. Also of interest might be the "Information Power: the nine information literacy standards for student learning" link.

*Mary Jane Sobinski-Smith, Research Instruction/Reference, D'Amour Library, Western New England College*

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Our instructional and curriculum support services department developed an information literacy course that I teach that contains a unit on copyright and plagiarism. It is currently in WEB CT so not viewable by the public at large.

The institution has a statement that goes out to all faculty to deliver to students regarding plagiarism. Also, students (mostly freshmen) in the writing program also receive information about this. Web page at: [http://writingprogram.hfa.umass.edu/for\\_students/112/plagiarism.html](http://writingprogram.hfa.umass.edu/for_students/112/plagiarism.html) From the previous web page: "The University insists that instructors report every case of plagiarism to the Academic Honesty Board which keeps a record of all cases. The recommended penalty for plagiarism is failure for the course. Individual instructors may request more severe penalties such as suspension from the University."

*Lori Mestre, Coordinator of Instructional and Curriculum Support Services, W.E.B. Du Bois Library*

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