

## **Maritime Studies Program Plan For Information Literacy**

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

**Information Literacy is a leading course objective for the required capstone course in Maritime Studies, MAST 297W. Leading up to that course, other courses lay the foundation for student achievement of advanced information literacy to support their study of relationships between people and the oceans.**

**The first course in the major sequence, the interdisciplinary course MAST 101, Introduction to Maritime Studies, expands beyond ENGL 110/111 or equivalent by exposing students to library research tools that will be of use for the disciplines that comprise the major (English, History, Political Science, Economics, Anthropology, and Geography). MAST 101 incorporates, on an introductory level, ACLR standards, including:**

- \* Ability to frame a research question (as distinct from a research topic), one answerable through the examination of data or evidence.**
- \* Skills in locating appropriate source materials [ranging from books, journals, and government documents to online journals and data or primary documents to electronic databases]. This involves using the Library Catalog (HOMER) to locate relevant holdings; searching scholarly literature for relevant secondary work including use of research databases; and an introduction to ways to search for primary source holdings including via research databases. These skills are taught in part through a library instruction session.**
- \* Skills in processing information, evaluating its validity, reliability and bias, as students create a short research proposal.**

**Students in the major take a required four-course disciplinary track, consisting of four courses at the 200 level in one of the disciplines that comprise Maritime Studies. This sequence exposes students to the standards of gathering information and evaluating it as practiced by the particular discipline they select. They bring their knowledge of the methods, skill-sets, and content of their chosen discipline to the senior capstone seminar.**

**MAST 297W is a senior capstone seminar that is limited to 19 students. Working within a broad topical framework defined by the instructor in the course title and description, students apply their growing disciplinary expertise in a major research paper on a topic agreed upon in consultation with the instructor. MAST 297W culminates in a 15-20 page research paper that synthesizes primary and secondary sources to construct an analysis and argument that addresses some aspect of human use of or relationship to the ocean. Through this course, and building on MAST 101 and the disciplinary track, Maritime Studies students learn to practice advanced information literacy.**

**[ACLR 1] Ability to articulate a sophisticated research question that is answerable through the examination of data or evidence. This includes an awareness of which disciplinary tools, approaches, and knowledge that would best serve to approach questions about the kind of physical, legal, and social space that the ocean is and has been.**

**[ACLR 2] Advanced skills in effective and efficient location of appropriate source materials. This involves using the Library Catalog (HOMER) to locate relevant holdings; searching scholarly literature for relevant secondary work including use of research databases; and locating relevant**

primary source materials or data both within University Library holdings and outside, including through the use of research databases and on the Internet.

[ACLR 3] Skills in evaluating information and sources critically, to assess the validity and reliability of the information as well as the limitations or biases inherent in a source.

[ACLR 4] Skills in incorporating selected information into the students' own knowledge base and into the existing scholarly knowledge base. This includes the ability to write coherently in the form of an argument or narrative, and to use information effectively in doing so, in order to communicate to peers and instructors their understanding and interpretations of their subject.

[ACLR 5] Skills in processing information and using it to accomplish a specific purpose. This includes understanding and appropriately using footnotes or endnotes in a style appropriate to the discipline in which the student is focusing.

[ACLR 6] Skills in understanding important economic, legal, and social issues surrounding the use of information and demonstrating ethical and legal access and use of information by crediting sources appropriately and by recognizing and understanding plagiarism.

[For more information on ACLR standards, see:

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>]

[the list of standards is as follows:

- \* Determine the extent of information needed
  - \* Access the needed information effectively and efficiently
  - \* Evaluate information and its sources critically
  - \* Incorporate selected information into one's knowledge base
  - \* Use information effectively to accomplish a specific purpose
  - \* Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally]

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

**MAST 297W and the four-course disciplinary track (preceded by MAST 101) are required by all students.**

**Date of Approval by Faculty or Appropriate Faculty Committee. This revised plan was approved by the MAST Committee on March 26, 2007. The original plan was approved last year.**

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