



**INTEGRATING INFORMATION LITERACY IN  
FIRST YEAR STUDENT PROGRAMS** *#AItraining*



Anne-Marie Deitering | Oregon State University Libraries & Press

**ai** ACADEMIC  
IMPRESSIONS

 **LEARNING OUTCOME**

**After participating...**

...you will be able to improve your information literacy curriculum to better meet the developmental needs of first-year students.


**ai** ACADEMIC  
IMPRESSIONS 2

## ■ AGENDA

- Developing shared goals
- Integrating creative partnerships
- Designing your curriculum

ai ACADEMIC IMPRESSIONS 3

## ■ OF COURSE..



✓ *there is nothing new about librarians teaching first-year students*

Photo courtesy of OSU Archives

ai ACADEMIC IMPRESSIONS 4

**Table 4.1. Statistical Portrait of the Mass Higher Education Era, 1945–1975**

	1945	1975
U.S. population	139,924,000	215,465,000
Number of students enrolled in higher education	1,677,000	11,185,000
Number of faculty	150,000	628,000
Number of institutions (including branch campuses)	1,768	3,004
Number of earned degrees conferred (bachelor's, master's, and doctoral)	157,349	1,665,553
Current-fund revenue (in thousands of current dollars)	1,169,394	39,703,166

Sources: National Center for Education Statistics, 1996a; Snyder, 1993.

The screenshot shows the University 101 website interface. On the left is a red navigation menu with links for ABOUT US, COURSES, INSTRUCTORS, PEER LEADERS, STUDENTS, AWARDS, and CONTACT US. Below the menu is a search bar and social media icons for YouTube, Facebook, and Twitter. The main content area features a large photo of students, a video player titled 'Foster Academic Success', and an 'Announcements' section. The announcements section contains two messages: one about accepting applications for new instructors for fall 2012, and another about accepting nominations for the fall 2012 Peer Leader program.

# Integrating Information Literacy Into First-Year Student Programs



**ai** ACADEMIC IMPRESSIONS 7



- First-year seminars
- Common intellectual experiences
- Learning communities
- International experiences
- Writing to learn
- Collaborative learning
- Research experiences
- Service learning

**ai** ACADEMIC IMPRESSIONS 8

# Integrating Information Literacy Into First-Year Student Programs



- First-year seminars
- Common intellectual experiences
- Learning communities
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ai ACADEMIC IMPRESSIONS 9



- First-year seminars
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ai ACADEMIC IMPRESSIONS 10

## Integrating Information Literacy Into First-Year Student Programs

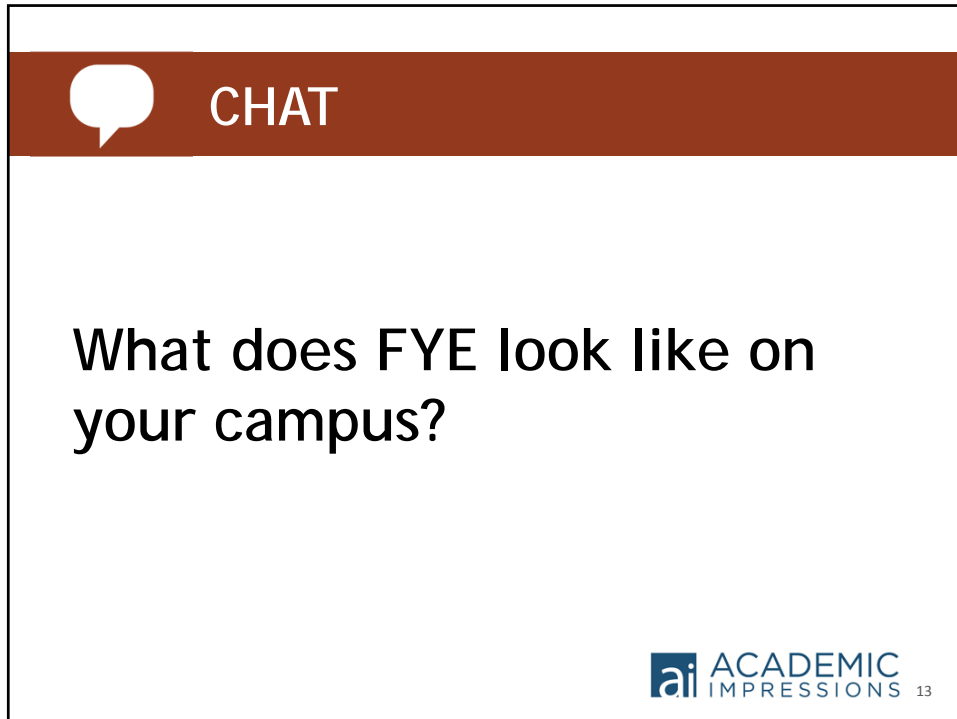


- Identify & use resources
- Make connections
- Make friends
- Participate in activities
- Attend campus events
- Join clubs, teams, organizations...



- Extended orientation seminars
- Academic seminars with uniform content
- Academic seminars on varied topics
- Professional or discipline-based seminars
- Study skills classes or workshops
- Hybrid or linked courses
- Small-class experiences
- Bridge programs
- Common Reading programs
- Research experiences
- Service learning
- Badge or passport programs
- Peer mentor programs
- Study abroad





A chat interface slide with a dark red header bar. On the left of the header is a white speech bubble icon, and to its right is the word "CHAT" in white capital letters. The main body of the slide is white and contains the question "What does FYE look like on your campus?" in black text. In the bottom right corner, there is a logo for "ai ACADEMIC IMPRESSIONS 13", where "ai" is in a blue square, "ACADEMIC" is in blue, and "IMPRESSIONS 13" is in a smaller blue font.

CHAT

What does FYE look like on your campus?

ai ACADEMIC IMPRESSIONS 13



A dark blue slide with the hashtag "#Altraining" in the top left corner. The main text "DEVELOPING SHARED GOALS" is centered in white capital letters. In the bottom right corner, there is a logo for "ai ACADEMIC IMPRESSIONS 14", where "ai" is in a white square, "ACADEMIC" is in white, and "IMPRESSIONS 14" is in a smaller white font.

#Altraining

DEVELOPING SHARED GOALS

ai ACADEMIC IMPRESSIONS 14

## Integrating Information Literacy Into First-Year Student Programs



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IMPRESSIONS 15

■ Engage in inquiry (including developing a research question; collecting, analyzing and synthesizing information; understanding citations, etc.

Reflect on educational activities to make meaning of learning experiences.

Practice critical analysis.

Identify campus resources.

Develop a sense of belonging and contributing to a diverse community.

Articulate the purpose of the OSU Baccalaureate Core.

Understand the university expectation to be active and self-directed learners.

**ai** ACADEMIC  
IMPRESSIONS 16



Explain in your own words the procedures, methods and evidence that a specific academic field or community uses to explore and address a real-world, contemporary problem or answer a compelling question;

Demonstrate strategies to address real world problems, questions and challenges - inside and outside the classroom;

Articulate the personal challenges and interests you have as a first-year student at OSU and identify appropriate campus resources to help you overcome your challenges and develop your interests;

## The Role of the Academic Library in Promoting Student Engagement in Learning<sup>1</sup>

George D. Kub and Robert M. Gonyea

### Abstract

This study examines the nature and value of undergraduate students' experiences with the academic library. The data represents responses from more than 300,000 students between 1984 and 2002 to the College Student Experiences Questionnaire. Though library use did not appear to make independent contributions to desirable outcomes of college, such experiences were related to other important educationally valuable activities. Because the emphasis a campus places on information literacy is a strong predictor of students becoming information literate, librarians should redouble their collaborative efforts to promote the value of information literacy and help create opportunities for students to evaluate the quality of the information they obtain.

**Role of the Academic Library in Promoting Student Engagement in Learning**  
It's hard to imagine a college without a library. A required stop on campus tours, the library is the phys-

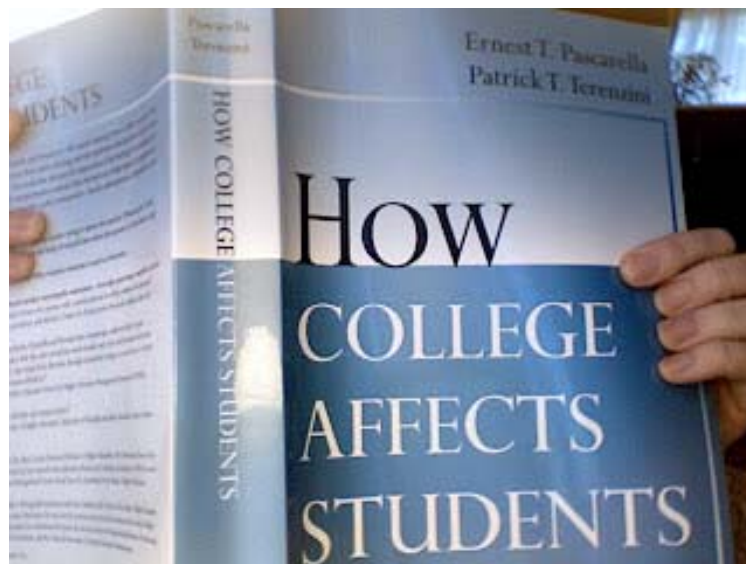
ical manifestation of the core values and activities of academic life. The size of the collection is used as an indicator of academic quality. Though recent years have not necessarily been kind in terms of budget support, the library's central role in the academic community has never been questioned.

Given the library's iconic status as a symbol of academic values, it is almost heretical to ask, but just what does the library contribute to student learning, broadly defined? Student learning certainly isn't the only relevant dimension on which the library's value and utility should be judged. But in the increasingly harsh light of public accountability and financial constraints, the question has never been more important or timely (Lindsayer 1998; *Measuring Up* 2002). Moreover, it can't be avoided. Three major trends demand an answer. They are: (1) unfettered asynchronous access to an exponentially expanding information base; (2) a shift in the focus of colleges and universities from teaching to learning; and (3) the expectation that all university functions and programs demonstrate their effectiveness.

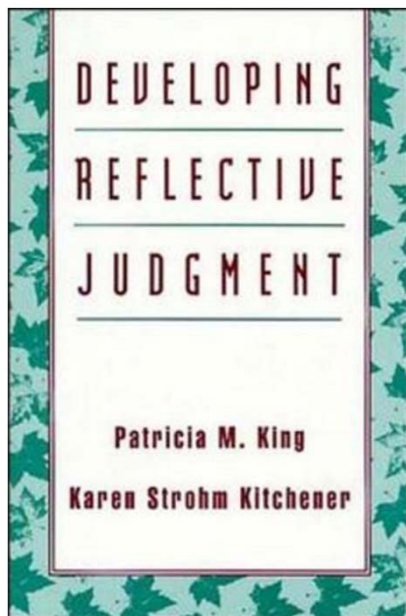
George D. Kub and Robert M. Gonyea are with the Center for Postsecondary Research and Planning, School of Education, Indiana University Bloomington, Bloomington, Indiana; email: kub@indiana.edu.

*“Students who perceive that their campus emphasizes information literacy gain more in this area, net of other influences.”*

- George Kuh and Robert Gonyeh



# Integrating Information Literacy Into First-Year Student Programs



- pre-reflective thinking
- quasi-reflective thinking
- reflective judgment

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IMPRESSIONS 21



Linking student experiences and attitudes to institutional practices and student learning outcomes

The Freshman Survey



NSSE national survey of student engagement



UNIVERSITY OF SOUTH CAROLINA



NATIONAL RESOURCE CENTER  
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION




BCSSE beginning college survey of student engagement



Linking student experiences and attitudes to institutional practices and student learning outcomes

Your First College Year Survey

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IMPRESSIONS 22



**Project Information Literacy**  
A large-scale study about early adults and their research habits

Information School

ai ACADEMIC IMPRESSIONS 23

The banner features four icons of hands in a 2x2 grid, each with a different symbol (a power button, a magnifying glass, a gear, and a hand holding a document). The text is in a clean, sans-serif font. The Information School logo is a circular icon with a stylized 'i' and 's'.



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A photograph of a person fishing on a rocky shore. The person is wearing a brown jacket and blue jeans, and is holding a fishing rod. The water is calm and blue, with mountains in the background under a clear blue sky with some clouds. The person is standing on a rocky shore, and the water is calm. The sky is a clear, bright blue with a few wispy clouds. In the distance, there are mountains with some snow or light-colored rock. The overall scene is peaceful and scenic.

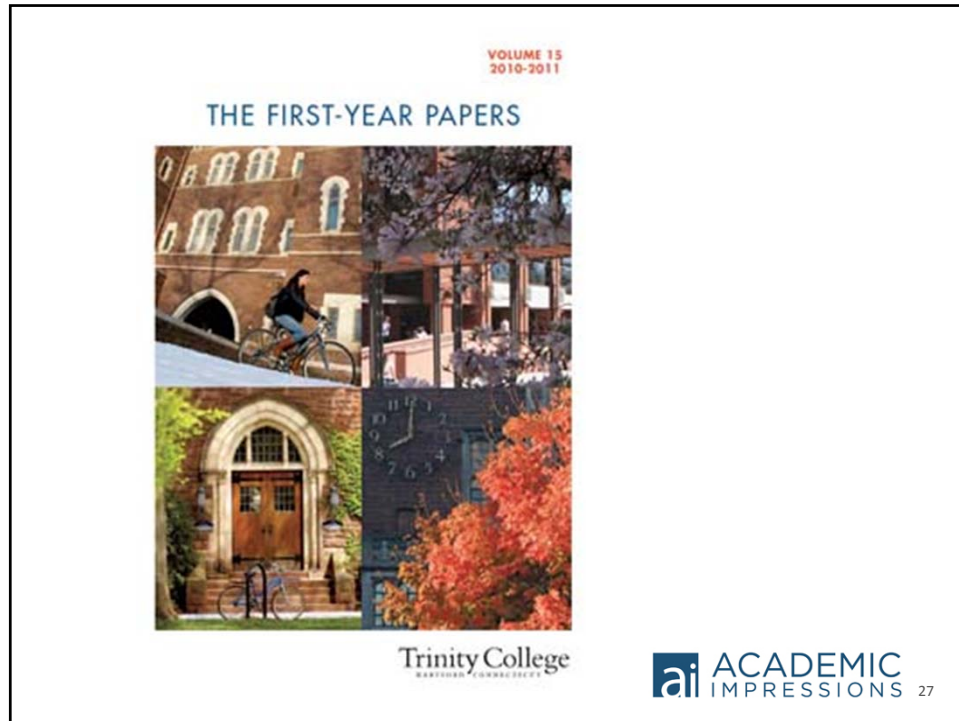
**?** QUESTIONS

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IMPRESSIONS 25

*#Altraining*

**INTEGRATING CREATIVE PARTNERSHIPS**

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IMPRESSIONS 26



# Integrating Information Literacy Into First-Year Student Programs

The screenshot shows the Washington and Lee University website. The main navigation bar includes links for Calendar, Directory, Webmail, Libraries and Technology, and Offices and Services. A search bar is located in the top right corner. The left sidebar contains a 'First-Year Program' menu with items like 'New Student Guidebook (PDF)', 'Pre-Orientation Trips (TLE)', 'Arrivals and Orientation', 'Parents Orientation', 'Parents & Families Dashboard', 'Suggested Reading For Parents', 'Academic Success', 'First-Year Housing', 'First-Year Leadership Council', 'Accommodations for Students', and 'FAQ'. The main content area features a 'Parents Orientation' section with a background image of autumn leaves. The text includes:
 

- Parents Orientation**
- The Parents Orientation sessions provide family members with answers to questions they may have prior to departing campus.
- August 26th:** Move-In & Parents Orientation for the Leading Edge Participants
- September 1st:** Move-In & Check-In for the Class of 2016
- Parents Orientation for the Leading Edge Pre-Orientation Program**
- Sunday, August 26, 2012**
- Families with students who will arrive early for Pre-Orientation Programs/The Leading Edge programs are invited to participate in the Parent Orientation or return to campus for the second session of Parent Orientation on Saturday, September 1, 2012. The two sessions are identical. **Dress for this event is informal and relaxed since this is move-in day.**
- Check-In for all First-Year and New Students**
- Early-Fielding Hall**
- Saturday, September 1, 2012**
- 9:00 a.m. – 1:30 p.m.**
- Please pick up your room key outside of Graham-Lees Hall on Washington Street. Turn over your key to your family, and our W&L upper-division students will assist with the move-in process while you proceed across the street to Early-Fielding to receive your registration and orientation material. Within just a few minutes you will catch up with your family in your room to begin unpacking. All students are required to check-in, including Leading Edge participants, pre-season athletes, transfers and international students. Be prepared-it's a W&L tradition that it rains either on check-in day or Commencement day.
- Parents Orientation information is posted under September 1 on the Orientation Week schedule page. The parents orientation schedule listed for September 1st is identical to the parents orientation on August 26.

 The footer contains 'Mission Statement', 'Contact Us', 'Privacy Policy', 'About this Site', and 'Washington and Lee University • Lexington, VA 24452 • (540) 458-8400'.

The screenshot shows the University of Redlands website, specifically the Armacost Library page. The top navigation bar includes 'NEWS', 'CALENDARS', 'BULLDOG CAM', 'LIBRARY', and 'OFFICES & DIRECTORIES'. The main navigation bar lists 'ABOUT REDLANDS', 'ADMISSIONS & AID', 'ACADEMICS', 'CENTERS OF DISTINCTION', 'INNOVATION & RESEARCH', 'STUDENT LIFE', 'ATHLETICS', and 'SUPPORT REDLANDS'. A secondary navigation bar includes 'INFORMATION FOR' with sub-links for 'Prospective Students', 'Current Students', 'Parents & Families', 'Faculty & Staff', 'Alumni & Friends', and 'Journalists'. The page title is 'Armocost Library' with sub-links for 'Home', 'Find Articles', 'Find Books & Collections', 'Borrow', 'Research & Information Literacy', and 'About'. The breadcrumb trail is 'University of Redlands > Armocost Library > First-Year Seminars: Library Instruction Resources for Instructors & Peer Advisors'. The page content includes:
 

- First-Year Seminars: Library Instruction Resources for Instructors & Peer Advisors**
- Last Updated: Jul 5, 2012
- Home | Library-Related Learning Activities | **Resource for Parents**
- Search: [input field] Library Web Pages [dropdown] Search
- Armocost Library Links**
  - Quick Help
  - My Librarian
  - Library News
  - Comments (0)
- Some Things Parents Should Know About Armocost Library**
- It's very likely students will be calling on their parents for help in order to make decisions about their needs, whether physical, emotional, or academic. The "A Few Things You Should Know" and "Top 10 Things You Should Know" handouts let parents know what services and resources students can expect from the Library for their academic work.
- Top 10 Things You Should Know About Armocost Library
- Ten Things You Should Know About Finding Information
- Comments (0)

# Integrating Information Literacy Into First-Year Student Programs



**SMU PARENTS**  
News for families of undergraduates

— Go Pioneer! Mustangs Win BBVA Compass Bowl —      Living the Dream: SMU Celebrates MLK Day 2012 All Week! —

### Learning and Library Experts Offer Study Tips and Resources

Posted on **January 15, 2012** by Sarah Hanan

Students begin every term with the potential to earn a 4.0 grade point average, says **Patricia Feldman**, associate director of SMU's Alabaster Learning Enhancement Center (or A-LEC). "When we see students acting like 4.0 students, we see them reaching their academic goals," she says.

She adds that one high-achieving senior recommends getting one assignment ahead of the syllabus. "That way, you will always know what's coming up next in class, allowing you to take better notes, clarify confusing points and more easily master the material," she says.

Here are more tips from Feldman for students as they begin the spring term:

- Go to every class. Arrive on time. Sit in front.
- Complete reading or homework assignments before class so you are fully prepared to learn.
- Go to each professor's office hours to get acquainted and to ask for advice on how to excel in the course.
- After each class, edit and review your notes.
- Every week, review all reading and notes in your hardest course or two.

A-LEC offers **workshops** throughout the term to support students, including on textbook study reading, taking notes and preparing for the first round of tests and test anxiety. [Find the workshop schedule here.](#)

**Stay Connected**

**Helpful links:** Connect with campus resources for you and your student.

**Welcome, Class of 2016:** Learn the next steps to becoming a Mustang, including information about AARO and Mustang Cornal.

**Family Weekend, September 28-30, 2012:** Join your student for barbecue on The Boulevard before the Mustangs battle TCU for the Iron Skillet.

**Tuition information:** Make a payment, find due dates and payment plan options, or contact the SMU Bursar.

**Live Responsibly:** Learn about initiatives by the SMU Commission on Substance Abuse Prevention and find campus resources.

**SMU Aware:** Learn about campus emergency preparedness efforts. In the event of an emergency, call the SMU Parent Info Line at 214-SMU-PARENTS (214-768-7273 or toll free 1-888-768-7273) for updated campus alerts.

**ai ACADEMIC IMPRESSIONS** 31

#### Parent Orientation Schedule

**Thursday, August 25**

**Parent Check-In**  
8:30-10:30 a.m.  
Helman Field

**Convocation**  
11:00 a.m.-12:00 p.m.  
Marriott Center

**Parents Orientation Luncheon**  
12:30-1:45 p.m.  
Ballroom WSC  
*Pre-register online*

**President's Reception for Parents**  
1:30-3:00 p.m.  
*Hosted by President and Sister Samuelson*  
Hinckley Center Assembly Hall

**Parent Breakout Sessions**  
2:00-2:45 p.m. & 3:00-3:45 p.m.  
See Reverse Side

**Education in Zion Exhibition**  
3:00-5:00 p.m.  
Gallery JFSB

**Financial Aid & Scholarships (with student)**  
5:00-5:45 p.m.  
de Jong Concert Hall HFAC

**DINNER ON YOUR OWN**

**Tradition of Honor**  
7:00-8:15 p.m.  
Marriott Center

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**Parents Weekend - October 21-23**  
Parents and family of BYU students are invited to visit campus for the University's Annual Parents Weekend.

This Alumni Association event encourages parents and students to experience BYU together through a series of cultural, educational, athletic, and entertainment activities.

[Find more information at http://parents.byu.edu.](http://parents.byu.edu)

Check-in for parents is not required to participate in Orientation events, but it is highly recommended.

Receive a warm welcome from BYU administration, and view a presentation about how your student fits into the legacy of BYU. Students will attend with their Y Groups. **PARENT SEATING PORTALS B-D ONLY.**

Come learn from a BYU professor whose son finished his first year at BYU, and enjoy a delicious lunch (including the famous BYU mint brownie!). Limited tickets may still be available at [check-in](#).

## Library Parents Lounge

2231 HBLL

Thursday, August 25

12:00 p.m. - 5:00 p.m.

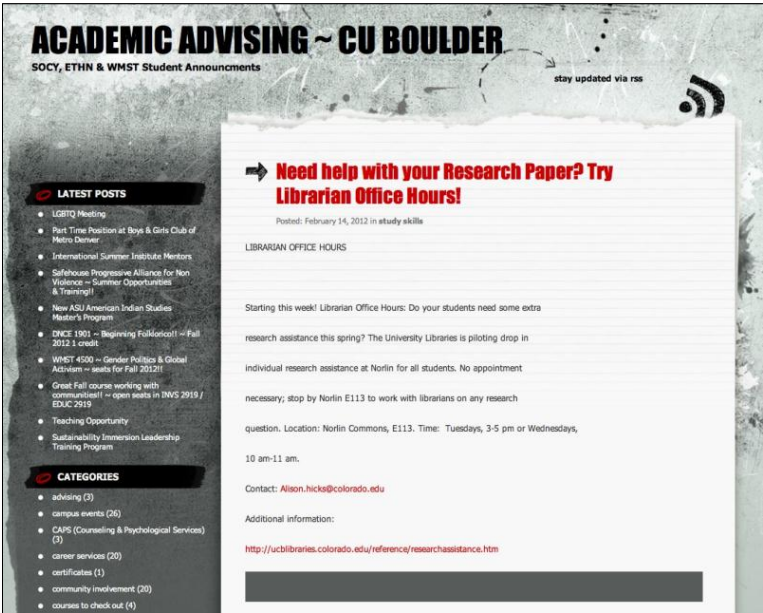
What's available to you...

- Student Services Employee to answer questions
- Free internet
- Free printing
- Cool air conditioning
- Refreshments
- A place to rest your weary feet

801-422-4243 | [fye@byu.edu](mailto:fye@byu.edu) | 2006 JKB

**ai ACADEMIC IMPRESSIONS** 32





**ACADEMIC ADVISING ~ CU BOULDER**  
SOCY, ETHN & WMST Student Announcements

stay updated via rss

**Need help with your Research Paper? Try Librarian Office Hours!**

Posted: February 14, 2012 in study skills

**LIBRARIAN OFFICE HOURS**

Starting this week! Librarian Office Hours: Do your students need some extra research assistance this spring? The University Libraries is piloting drop in individual research assistance at Norlin for all students. No appointment necessary; stop by Norlin E113 to work with librarians on any research question. Location: Norlin Commons, E113. Time: Tuesdays, 3-5 pm or Wednesdays, 10 am-11 am.

Contact: [Alison.hicks@colorado.edu](mailto:Alison.hicks@colorado.edu)

Additional information:  
<http://ucblibraries.colorado.edu/reference/researchassistance.htm>


**LATEST POSTS**

- LGBTQ Meeting
- Part Time Position at Boys & Girls Club of Metro Denver
- International Summer Institute Mentors
- Safehouse Progressive Alliance for Non Violence – Summer Opportunities & Training!
- New ASU American Indian Studies Master's Program
- DNCE 1901 – Beginning Folkloric! – Fall 2012 1 credit
- WMST 4550 – Gender Politics & Global Activism – seats for Fall 2012!
- Great Fall course working with community! – open seats in INVS 2919 / EDUC 2919
- Teaching Opportunity
- Sustainability Immersion Leadership Training Program

**CATEGORIES**

- advising (3)
- campus events (26)
- CAPS (Counseling & Psychological Services) (3)
- career services (20)
- certificates (1)
- community involvement (20)
- courses to check out (4)

**ai ACADEMIC IMPRESSIONS 33**



**CHAT**

More ideas?

Are there things you'd like to try on your campus?

**ai ACADEMIC IMPRESSIONS 34**

**?** QUESTIONS

ai ACADEMIC IMPRESSIONS 35

*#Altraining*

DESIGNING YOUR CURRICULUM

ai ACADEMIC IMPRESSIONS 36

## ■ UNTOLD STORIES: HISTORIES OF PEOPLE OF COLOR IN OREGON

*Have you ever wondered about the histories of people of color in Oregon or why you haven't heard their stories? As a class, we'll explore stories such as those about slaves brought to Oregon with the promise of freedom, the internment of American citizens of Japanese descent, the displacement of tribal communities in the name of "progress," and the exploitation of Mexican labor through the Bracero program. We'll explore the OSU and community archives and talk with local historians and community members as part of our research to uncover the real untold stories. Authors of course readings will join our conversations to help us understand why and how they did their research.*



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# Integrating Information Literacy Into First-Year Student Programs



**Fred Milton & BSU Walk-Out, March 5th, 1969**

**The Scab Sheet**

**Opposition to the Galt**

**Main Gate, 2013**

**BLACK STUDENT UNION WALK-OUT 1969**  
**MG: THE MAIN GATE // SW CAMPUS WAY & SW 11TH ST**  
 Sources cited are found on page 28 and are listed as (a) within the text

As a local embodiment of the national Civil Rights Movement during the 1960s, in October of 1968, fifty-five OSU students established the Black Student Union (BSU) with the mission to give African American students a united voice regarding their educational experiences and needs.<sup>17</sup> Just a few short months later, a controversy involving an African American student athlete sparked the newly formed organization into action. As a result, the BSU walk-out of 1969 forever changed race relations on campus.

The controversy began on February 22, 1969, when head football coach Don Andros told Fred Milton, a linembacker on the team, he needed to comply with the team's no facial hair policy and shave his "Van Dyke" mustache and beard. Andros threatened Milton that if he did not comply within 48 hours, he would be expelled from the team, which also meant that his athletic scholarship would be revoked. Milton refused because it was the team's off season, while Andros felt that as coach he should have authority over his players year-round.<sup>18</sup> It was then that the BSU took on the cause to support Milton.

In protest, and over the course of the next three weeks, the BSU organized a sit-in and a class boycott, led a walk-out, and created an underground newspaper. The peaceful protesting began on February 25th when the BSU staged a sit-in and took control of a centennial lecture to make their statement. In the next few days OSU President James H. Jensen attempted a reconciliation, but on March 1st the BSU issued a statement declaring they would stand firm in their cause of ensuring the rights of the African American students. On March 4th, with support from hundreds of students and numerous faculty and staff, the class boycotts began. On March 5th forty seven BSU students walked through the campus main gate and out of campus.<sup>19</sup> In opposition to the BSU's cause, several thousand students gathered in support of Andros and when the BSU felt that the Daily Bomber began to favor the Administration's perspective, the students created their own newspaper, *The Scab Sheet*, to give voice to their concerns and perspectives.<sup>20</sup>

Unfortunately, as a result of the controversy, several African American students, including Milton, transferred to other universities. However, the BSU's actions were not in vain; within the next few years OSU established the Educational Opportunities Program specifically designed to support students of color, and three cultural centers were established for minority groups on campus to build their own communities and educate the broader OSU community about their cultural heritages and histories.<sup>21</sup> The BSU students' actions symbolized the determination of students of color in their pursuit of equality and justice, and decades later OSU students are still benefiting from the changes initiated because of their actions.

**ai ACADEMIC IMPRESSIONS 42**

# Integrating Information Literacy Into First-Year Student Programs



**BLACK STUDENT UNION WALK-OUT 1969**  
MG: THE MAIN GATE // SW: CAMPUS WAY & SW 10TH ST  
Sources cited are found on page 28 and are listed as (a) within the text.

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**CARRIE HALSELL, OSU'S FIRST AFRICAN AMERICAN GRADUATE**  
CH: CARRIE HALSELL RESIDENCE HALL // 644 SW 10TH ST  
Sources cited are found on page 29 and are listed as (a) within the text.



Carrie Beatrice Halsell Ward is Oregon State University's first known African American graduate. In 2002 the university named a residence hall Halsell Hall in her honor. Halsell Hall took two years to be complete. It has four stories, 63,500 sq. ft., and houses about 210 students.<sup>12</sup> The university committee that proposed Halsell as the name for the hall was looking for a student from a traditionally under-represented group, specifically a "trail-blazer" that "had to overcome barriers to gain an education and who subsequently opened up opportunities for other students to achieve success."<sup>13</sup> Carrie Halsell not only met this criteria, she exemplified it.

Halsell was born in Boulder, Colorado, October 26, 1923, to William and Bessie Hall. In 1932, she and her family moved to Salem, Oregon, and in June 1923, she graduated from Salem High School. The next year the family relocated to Portland and in September of that year she enrolled at Oregon State University, then known as Oregon Agricultural College,<sup>14</sup> from 1922 until her graduation in 1928 with a B.S. of Science degree in Commerce. Halsell averaged 19-18 credits per term and maintained a "B" average.<sup>15</sup> After graduating, she moved to the East Coast and throughout her career worked in various positions at institutions of higher education. She first worked as an assistant to the registrar and later an instructor at Virginia State University (VSU). Then, in 1938, she met and married Louis M. Ward and they then moved to Oklahoma where she continued work as a teacher. The couple then moved to Orangeburg, South Carolina, and in 1945 she began a position as a faculty member in Business Administration at South Carolina State University (SCSU), where she worked until her retirement in 1968.

Throughout her career Halsell both continued pursuing her education and gave back to her community. In 1948 she earned a Master's Degree in Business Administration from New York University and worked with African American survivors at both VSU and SCSU. Halsell outlived her husband and lived to the age of 85, passing away in July of 1989.<sup>16</sup> Because of her outstanding commitment to earn an education and share her knowledge, in 2011 President Ed Ray described Halsell as a role model for students when he said, "The challenge to each of us is to demonstrate the kind of courage and fortitude that Carrie Halsell surely did and for us to take up the dream, even if, and do all we can to advance its realization."<sup>17</sup>


43



- First-year seminars
- Common intellectual experiences
- Learning communities
- International experiences
- Writing to learn
- Collaborative learning
- Research experiences
- Service learning


44

*from* → *toward*

Belief that "knowledge is gained through the word of an **authority figure** or through **firsthand observation**, rather than, for example, through the evaluation of evidence.

Constructing knowledge

Interpreting evidence

Making meaning

Contextualizing



## FINDING BIGFOOT

*Why do stories about elusive human-like creatures living in the wilderness persist through time? Why are there so many television shows and movies about finding Bigfoot, also known as Sasquatch? What do these legendary creatures represent in human culture, specifically in the Pacific Northwest. In this class, we'll approach the Bigfoot phenomenon from multiple perspectives: mythological, cultural, historical, geographical and scientific. We'll use a variety of activities to look critically at Bigfoot in books, magazines, TV films and on the Internet. Activities for the course will include a field trip to McDonald Dunn Research Forest and developing a Bigfoot exhibit for the Valley Library.*

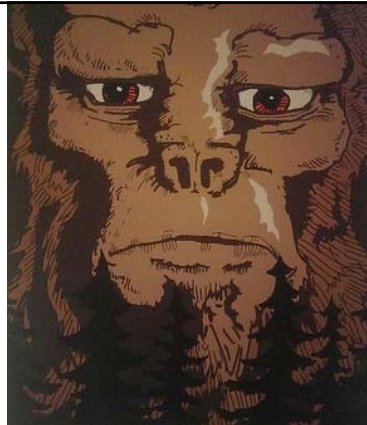


## FINDING BIGFOOT

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### About U-Engage

U-Engage is a course designed to help students make a smooth transition to OSU. Part of the class focuses on introducing students to campus resources that enhance academic success and personal growth. Another part of the class focuses on a particular thematic area.

### About "Finding Bigfoot"

Our U-Engage Section—"Finding Bigfoot"—investigated and analyzed various aspects of the Bigfoot phenomenon. Why do stories about elusive human-like creatures living in the wilderness persist through time? Why are there so many television shows and movies about finding Bigfoot, also known as Sasquatch? What do these legendary creatures represent in human culture, specifically in the Pacific Northwest? Students approached the Bigfoot topic from multiple perspectives, some of which are represented in this exhibit.

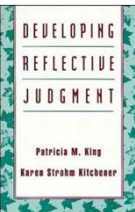




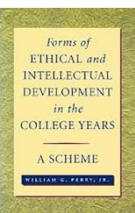
# Integrating Information Literacy Into First-Year Student Programs




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Reflective judgment, Stage 6:  
*Beliefs are justified by comparing evidence and opinion from different perspectives on an issue or across different contexts...*



Relativism, Level 3:  
*Some problems have no single solution, there are ways to evaluate solutions and those ways will be different in different contexts.*



Context is key.

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## SCIENCE MYTH BUSTERS

*Do humans really only use 10% of our brains? Do vaccines cause autism? Do astrological signs correlate with personality traits? Does birth order determine intelligence? Does Facebook make people sad? In this class students will investigate a broad range of pervasive beliefs with the goals of learning to do literature research and evaluate scientific data to draw conclusions. Students will be introduced to the concepts underlying common myths and learn how to develop a research question by delving into their own interests on a current topic in this field.*

## FROM “HOW TO READ A SCHOLARLY ARTICLE”

mark up your article as you read it:

1. Use a highlighter to highlight the sentence (or sentences) where the author articulates a thesis, or lays out the main point of the paper.
2. In the margins, use these symbols to indicate:

# -- any time the author uses another article or study to provide context  
? – any time the author says something you don’t understand  
! – any time the author describes a weakness or flaw in the study

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**Uncovering OSU Research Workshop**  
Mapping OSU Research in 2012.

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- Center for Latin@ Studies and Engagement**  
"Hispanic-Americans in independent, Ore., are reporting Spanish a rate much higher than previous immigration waves, according to death interviews of 125 Latino families." These data find...
- Matthew Ito, College of Pharmacy**  
"A comprehensive new review on how to treat high cholesterol and other blood lipid problems suggests that intensive treatment with its doses of statin drugs is usually the best approach." Prof. Ito...
- George Poinar, Jr. - Zoology**  
"Researchers have found what they say is the only fossil ever discovered of a spider which, on being caught in its web - a 100 million-year-old snapshot of an engagement frozen in time. The spider..."
- Christine Loefer - College of Veterinary Medicine**  
"It's well known that new strains of influenza can evolve from animal populations such as pigs and birds and ultimately move into human populations, including the most recent influenza pandemic strain..."
- Tom Wolpert - Department of Biology and Plant Pathology**  
"Researchers at Oregon State University may have discovered what some grains are susceptible to a yield-reducing fungus... Their findings, published today in the online version of the journal Science..."
- Stacey Edwards - Student Health Services**  
"Stacey Edwards, health educator at the Oregon State University Department of Student Health Services, has received a \$15,000 grant from the American Thoracic Society Foundation/American Lung Association..."
- Balz Frei - Linus Pauling Institute**  
"One of the largest, longest, placebo-controlled clinical trials ever done on the use of a daily multimineral to prevent cancer in men has shown a remarkable 8 percent drop in overall cancers..."
- Jessina McGregor - College of Pharmacy**  
"As a result of concerns about antibiotic resistance, doctors in the United States are increasingly prescribing newer, more costly and more powerful antibiotics to treat urinary tract infections, one..."
- Brian Sidauskas - Department of Fisheries and Wildlife**  
"A seven-million-year-old South American lizard from a species known as *Ambloplitis scolobolus* - which translates literally to "Scalobolus lizard without a nose" - has long been a curiosity because..."
- Bruce Menge - Department of Zoology**  
"The World Food Program of researchers have discovered a novel..."

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# Integrating Information Literacy Into First-Year Student Programs

**Robert Beschta - Forest Ecosystems and Society**  
 Last Updated by amibrarian on Nov 15, 2012

"Eight researchers in a new report led by an Oregon State University professor suggest that climate change is causing additional stress to many Western rangelands, and as a result land managers should consider a significant reduction, or in some places elimination of livestock and other large animals from public lands."

[KTVZ story](#)  
[Robert Beschta](#)

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College of Forestry  
**Forest Ecosystems & Society**

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**Beschta, Robert**  
 Professor Emeritus



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**Phone:** [541-737-4292](tel:541-737-4292)  
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**Email Address:** [robert.beschta@oregonstate.edu](mailto:robert.beschta@oregonstate.edu)

**Specialty:**  
 Hydrologic effects, watershed processes, riparian areas, trophic cascades

**Educational Background:**

- B.S., 1965, Colorado State University
- M.S., 1967, Utah State University
- Ph.D., 1974, University of Arizona

**Research Interests:**  
 Hydrologic processes in forest and rangeland ecosystems, trophic cascades

**Selected Publications:**

1. Beschta, R.L., D.L. Donahue, D.A. DellaSala, J.J. Rhodes, J.R. Karr, M.H. O'Brien, T.L. Fleischner, C. Deacon Williams. 2012. Adapting to climate change on western public lands: addressing the ecological effects of domestic, wild, and feral ungulates. Environmental Management DOI 10.1007/s00267-012-9964-9 [PDF](#)
2. Beschta, R.L. and W.J. Ripple. 2012. The role of large predators in maintaining riparian plant communities and river morphology. Geomorphology 157-158: 88-98 [PDF](#)

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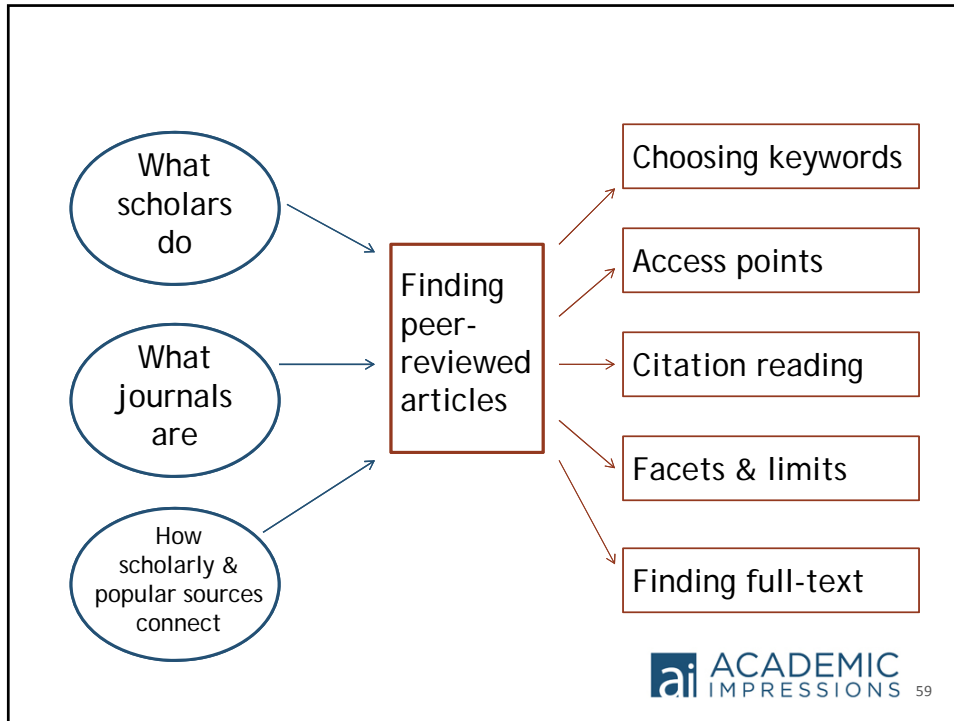
- Forest Ecosystems & Society
- Forest Engineering, Resources & Management
- Wood Science & Engineering

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# Integrating Information Literacy Into First-Year Student Programs

The screenshot shows the KTVZ.COM website. At the top, there's a navigation bar with links for HOME, NEWS, WEATHER, SPORTS, ROADS, LIFESTYLE, CONTACT US, and VIDEO. Below this is a weather forecast for Bend, OR, showing 45° and an overcast sky. The main headline is "OSU study: Boot big animals to help rangelands" with a sub-headline "Urge removing livestock, deer, elk, wild horses". The article is attributed to "KTVZ.COM news sources" and is dated November 14, 2012. There are social media sharing options for Facebook, Twitter, and Pinterest. A large photograph of a grassy field with hills in the background is featured below the text. The "ai ACADEMIC IMPRESSIONS 57" logo is in the bottom right corner.

The screenshot shows the OSU Libraries search interface. The search bar contains "Robert beschta" and has a "Search" button. Below the search bar, there are options to "Keep search refinements" or "New search". The search results show "123 results" for "Robert beschta". On the left, there are filters for "Refine your search" including "Limit to articles from peer-reviewed publications" (checked), "Content Type" (Any, Journal Article (122), Newspaper Article (2), Book Review (1)), and "Subject Terms" (Any). A "Recommendation" box suggests "GeoRef" and "Science Citation Index". A search result is displayed for the article "Adapting to climate change on Western public lands: addressing the ecological effects of domestic, wild, and feral ungulates" by Robert L. Beschta et al. The "ai ACADEMIC IMPRESSIONS 58" logo is in the bottom right corner. Red arrows point to the search bar, the "Refine your search" section, and the "Date(newest)" dropdown menu.



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## Embedded Librarians

### FYS - Embedded librarians in the First Year Seminar

Librarians are participating in an experiment in fall 2010 with the new First Year Seminars. Each First Year Seminar will have an embedded librarian who will meet with the class up to four times during the semester. These sessions are carefully and thoughtfully planned in conjunction with the FYS course professor so that librarians can design instruction that supports critical thinking, addresses course assignments and fosters information literacy in students.


### Embedded Lite program

In addition to our collaboration with FYS, we offer embedded lite sessions for upper-level, subject specific courses. This means that a librarian can work with a course instructor to design up to four sessions tailored to research needs of students in a specific course. Please bear in mind that librarians will be fairly taxed in the early part of the semester as they fulfill their FYS embedded librarian commitments. Please send your request for embedded lite instruction well in advance of the dates you prefer, and we will do our best to accommodate you and your students!

- Request Instruction - Embedded Librarian/Embedded Lite/Library Instruction and Visits



## QUESTIONS






## EVALUATION

**Thank you!**

Please remember to complete the event evaluation.  
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quality of our programs.

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