The Undergraduate as Public Scholar: Digital Scholarship and Information Literacy

Allegra Swift  
*Claremont Colleges Library, akswift@ucsd.edu*

Jessica Davila Greene  
*Claremont Colleges Library and Chaffey College Library, jessica_greene@cuc.claremont.edu*

Dani Cook  
*University of California, Riverside, dani.cook@ucr.edu*

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The Undergraduate as Public Scholar: Digital Scholarship and Information Literacy

Presenter 1 Title
Scholarly Communication and Publishing Coordinator

Presenter 2 Title
STEM Librarian Team Leader (Claremont) and Adjunct Faculty Librarian (Chaffey)

Presenter 3 Title
Director of Teaching and Learning at University of California, Riverside

Session Type
90-minute panel session

Abstract
Libraries are at the nexus of an expanded definition of scholarship that changes how we teach information literacy to undergraduates who are not only information seekers, but also creators of new knowledge. Their academic works have been shared farther and are accessed more often than traditionally published forms of scholarship. While the definition of a “scholarly work” is still understood by most in the academy as a peer-reviewed journal article or monograph published by a prestigious academic publisher, this narrow construct is being challenged by undergraduate scholarship that is accessed, cited, and engaged in a global scholarly conversation. This crucial understanding that their work will be read by an exponentially larger and more diverse audience is missing from the undergraduate curriculum. Librarians in scholarly communication and instruction are aware of this evolution of scholarship and are beginning to work in concert to guide learners toward a robust understanding of digital citizenship. The ACRL Framework for Information Literacy explicitly ties the work of information literacy and scholarly communications librarians together to address questions of information privilege, creation and access, ethics, and attribution. The presenters share their approaches to incorporating aspects of the scholarly communication agenda into library instruction, ranging from lower-division community college courses to a course for students completing a capstone in their major and sharing it globally through their institutional repository. Wherever students are creating and sharing information, a deep engagement with the affordances and challenges of the digital ecosystem is crucial for the undergraduate experience and the nascent public scholar.

Location
KIPJ Room D

Keywords
information literacy, digital citizenship, digital literacy, ACRL IL Framework, scholarly communication, undergraduate research, cross-library collaboration

This 90-minute panel session is available at Digital USD: https://digital.sandiego.edu/symposium/2017/2017/15
The Undergraduate as Public Scholar: Digital Scholarship & Information Literacy

Hey You Got Peanut Butter in My Chocolate High Quality VHS rip 1981

CC-BY 4.0 Dani Brecher Cook, Jessica Davila Greene, & Allegra Swift
@dani_bcook @jdavgree @allegraswift #UGpublicscholar
What Is a Public Scholar?

- Begins with rigorous research
- Benefits inside and outside the academy
- Seeks to engage public
- Defines “public” broadly

“Public scholarship is the fusion of research, education, public outreach, and community dialogue.”

UW Dept of Communication draft statement on public scholarship
Digital scholarship is often composed of works that are born digital, multimedia, database, technology-based, analysis of other born digital material works, digital text and images, digital music or art, and data sets. Much of this scholarship is never intended to be formally published.

This form of scholarly data, presentations and dissemination represents a shift away from publishing and the kind of scholarship that we have traditionally collected and preserved in libraries, and is a natural evolution and adaptation of digital technology to scholarship. - UW Libraries

http://www.lib.washington.edu/digitalscholarship/about
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http://www.lib.washington.edu/digitalscholarship/about
It’s Happening Now!

“Chicago Welcomes the Apollo 11 Astronauts NASA on The Commons
Public Scholarship

Digital Scholarship

Information Literacy
What Is Information Literacy?
What **Is** Information Literacy?
What **Is** Information Literacy?

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

http://www.ala.org/acrl/standards/ilframework
What **Was** Information Literacy?

“...trained in the application of information resources to their work . . . [who] have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in molding information solutions to their problems.”

What *Was* Information Literacy?

“...the set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

Does the ACRL Framework Change Anything?
Does the ACRL Framework Change Anything?

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
Does the ACRL Framework Change **Anything**?

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration
“Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.”

http://www.ala.org/acrl/standards/ilframework
“Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.”
Information Has Value: Knowledge Practices

- give credit to the original ideas of others through proper attribution and citation;
- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;
- understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online;
- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

http://www.ala.org/acrl/standards/ilframework
Information Has Value: Dispositions

- respect the original ideas of others;
- value the skills, time, and effort needed to produce knowledge;
- see themselves as contributors to the information marketplace rather than only consumers of it;
- are inclined to examine their own information privilege.

http://www.ala.org/acrl/standards/ilframework
Scholarship As Conversation

“Desk Set” by Borderhacker is licensed under CC BY 2.0
Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.
Scholarship As Conversation: Knowledge Practices

• **cite the contributing work** of others in their own information production;
• **contribute to scholarly conversation** at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
• identify barriers to entering scholarly conversation via various venues;
• **critically evaluate contributions made by others** in participatory information environments;
• identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
• summarize the changes in scholarly perspective over time on a particular topic within a specific discipline;
• recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

http://www.ala.org/acrl/standards/ilframework
• recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
• seek out conversations taking place in their research area;
• see themselves as contributors to scholarship rather than only consumers of it;
• recognize that scholarly conversations take place in various venues;
• suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;
• understand the responsibility that comes with entering the conversation through participatory channels;
• value user-generated content and evaluate contributions made by others;
• recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage.
Public Scholarship

Digital Scholarship

Information Literacy
What kind of digital scholarship have you seen undergraduates produce?

Respond at PollEv.com/danicook976

Top

No responses received yet. They will appear here...
"Three women standing on shrouds on board a ship, 1920-1939" Australian National Maritime Museum on The Commons
A Tri-Institutional View

- The Claremont Colleges Library: Changing a Culture
- The University of California, Riverside Library: Building a Culture
- Chaffey College Library: Get #woke
The Claremont Colleges

“Aerial view of Claremont Colleges,” [Claremont Colleges Digital Library](https://library.claremont.edu) is licensed under [CC BY-NC 2.0](https://creativecommons.org/licenses/by-nc/2.0)
Five undergraduate liberal arts colleges, two graduate institutions, and Claremont University Consortium, which provides shared institutional support services, is reminiscent of the Oxford-Cambridge model. ....The seven independent institutions offer rigorous curricula, small classes, distinguished professors, and personalized instruction in a vibrant residential college community that provides intensive interaction between students and faculty. Undergraduate students may choose from more than 2,000 courses offered each year across the colleges.
The Claremont Colleges

Claremont McKenna College: To educate its students for thoughtful and productive lives and responsible leadership... The college mission ...promotes responsible citizenship

Harvey Mudd College seeks to educate engineers, scientists, and mathematicians ... with a clear understanding of the impact of their work on society.

Pitzer College produces engaged, socially responsible citizens of the world... students spend four years examining the ethical implications of knowledge and individual responsibility in making the world better.

Pomona college: This experience will continue to guide their contributions as the next generation of leaders, scholars, artists, and citizens to fulfill the vision of its founders: to bear their added riches in trust for all.

Scripps college: To educate women to develop their intellects and talents through active participation in a community of scholars, so that as graduates they may contribute to society through public and private lives of leadership, service, integrity, and creativity.
We partner with faculty, students, and staff to provide a vital physical and digital center for research, teaching, learning, and other forms of intellectual engagement at The Claremont Colleges.
To fulfill our purpose we:

- Collaborate with the colleges to **advance** their **educational missions**
- Understand and meet the information needs of faculty, students, and staff
- Provide our users with seamless and enduring access to the world of knowledge
- **Foster new research** at the colleges and **make it freely available and easily discoverable** to the **global community** through **open access**
To fulfill our purpose we:

- **Empower our users** to **navigate the complexities of the scholarly information landscape** to maximize their success
- Sponsor creative and exciting publications, exhibitions, programs, and events that are designed to stimulate intellectual curiosity, captivate audiences, and lead to new scholarly collaborations
- Support our innovative librarians and staff to improve advocacy for user needs by continually developing their knowledge, skills, and expertise
Culture shift

Most Popular Papers*

- **PDF** How Men And Women Differ: Gender Differences in Communication Sty Leadership Styles
  *Karima Merchant*

- **PDF** Why Don’t I Look Like Her? The Impact of Social Media on Female Body
  *Kendyl M. Klein*

- **PDF** The Evolution of the Music Industry in the Post-Internet Era
  *Ashraf El Gamal*

- **PDF** Damsels and Heroines: The Conundrum of the Post-Feminist Disney Prin
  *Cassandra Stover*

- **PDF** Ethics and Leadership: How Personal Ethics Produce Effective Leaders
  *Jessica Waggoner*

- **PDF** The Role of Islamic Banking in Economic Growth
  *Katherine Johnson*

- **PDF** Corporate Social Responsibility and Financial Performance: Does it Pay to
  *Harmony J. Palmer*
Undergraduates as public scholars

“Alicia Ngo : A Portrait,” Filmed and Produced by Michelle Chan
Undergraduates as public scholars

Honk for Diversity™ by Beatriz Maldonado
Undergraduates as public scholars

We Demand Diversity and Democracy in our Education / Critical Commons

CMC SENIOR THESES

Manipulating Lipid Spreading Domain Formation with Compositional Gradients and Plasmonic Nanoparticles

Chen-min Hung, Claremont McKenna College

Graduation Year
2017

Date of Submission
12-2016

Available for download on Saturday, December 16, 2017
Undergraduates as public scholars

CMC Student Scholarship

Reader from: Lima, Lima, Peru

Explorando el liderazgo femenino en América Latina: Lo que podemos aprender de... Claudia Raigoza

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Do you hold the copyrights to all the content in your work?

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Is your work the result of faculty ongoing research?

Privacy:
Should anything in your work be private?

Consider!

FMI: Allegra Swift
Scholarly Communication & Publishing
allegra_swift@cuc.claremont.edu

Questions?

Copyright, fair use, & permissions
libguides.libraries.claremont.edu/copyright-resources/

Online identity, reputation, &
Digital Citizenship
libguides.libraries.claremont.edu/OnlineIdentity/

Theses, dissertations, & student works
libguides.libraries.claremont.edu/

Research guides
libguides.libraries.claremont.edu/
First-year Foundations Courses

Claremont Colleges Library Support for First-Year Foundations Courses Across the 5Cs

“In collaboration with coordinators and faculty of first-year foundations programs, CCL now offers annual “program-integrated” IL instruction to four of five undergraduate Claremont campuses (Pomona, Pitzer, Scripps, and Harvey Mudd colleges). These program-level collaborations entail “opt-in” pairings of subject-appropriate liaison librarians with first-year course faculty to, based on faculty input, provide customized, flexible, and syllabus-tailored support for student development…”

Char Booth and Sara Lowe
Subject: ILI Scaffolding

CCL - 5C Environmental Analysis Program (Internal): 2016-17

- Faculty
- Degree Requirements
- Library Resources
- EA Abroad
- EA Landscapes & Campuses Sustainability
- Organizations & Clubs
- Courses
- Prior Instruction & Future Targets
ILI EA Environmental Science Track

First-year Writing

Intro to Bio (Required)  
Intro to Chem (Required)  
EA 30 Science and Environment (Required)

Senior Capstone
First-year Critical Inquiry Course at Pomona College

Information Has Value: Knowledge Practices

- recognize issues of **access or lack of access** to information sources
- understand how and why some **individuals or groups of individuals** may be **underrepresented or systematically marginalized** within the systems that produce and disseminate information
- understand how the **commodification of their personal information and online interactions** affects the information they receive and the information they produce or disseminate online
- make **informed choices regarding their online actions** in full awareness of **issues related to privacy and the commodification of personal information**
First-year Critical Inquiry Course at Pomona College

Blogging & introduction to library budget

Dispositions

- value the skills, time, and effort needed to produce knowledge;
- see themselves as contributors to the information marketplace rather than only consumers of it
- are inclined to examine their own information privilege

“...I hope you felt that there was some value in getting under the hood of "library" politics.”
Knowledge practices

- cite the contributing work of others in their own information production;

- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session

- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge
EA 30 Scholarship as Conversation

Dispositions

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;

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Information Has Value: Knowledge Practices

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University of California, Riverside
UCR Mission Statement

The University of California, Riverside will transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge – thereby enriching the state’s economic, social, cultural, and environmental future.
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UCR Library Mission Statement

- To advance the university’s attainment of academic excellence by bringing the world’s knowledge to our faculty and students at the graduate, professional, and undergraduate levels;
- To inculcate the informational literacy skills essential for researchers and students to identify, acquire access to, and fully utilize high-quality information;
- To accelerate the academic achievement and creation of knowledge by the diverse academic communities that the University serves;
- To energize the UCR communities’ positive engagement in and transformation of local, national, and international arenas.
UCR Library Mission Statement

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Undergrad as public scholar
ENGL 1A-B-C
ENGL 1A-B-C

- Arguing a position
- Proposing a solution
- Justifying an evaluation
- Arguing for causes or effects
“Information Has Value”
“Information Has Value”

What kind of information do you find in a Google search? (What don’t you find?)
Health

There are many great and unexpected advantages to a vegan diet, with the chance of increased health being one of them.
Different Sources / Different Uses

1. What is this source?

2. Can you tell who wrote this source? If so, who is it?

3. Is this a type of source that you would use in a paper for your ENGL 001B class? Why or why not?

4. Can you imagine any scenarios where this source would be appropriate for your information need?
Different Sources / Different Uses

1. What is this source?

4. Can you imagine any scenarios where this source would be appropriate for your information need?
Connect from Off-Campus

Remote access to licensed materials is available to current UCR faculty, students, and staff.

Many resources provided online by the library are only available if you are connected to a campus network. Follow these directions to gain access.

Desktops and Laptops
There are three ways to access library resources from off-campus, all hosted by campus Computing & Communications. Follow directions at [VPN Access](#) to connect to AnyConnect VPN Client Software (recommended), Smart Tunnel, or WebVPN.

Mobile Devices
To access materials through your mobile device, download the Cisco AnyConnect mobile application, available through app stores for Apple, Android, and Kindle devices.

1. Open the app and "add VPN Connection..."
2. Enter server: vpn.ucr.edu
3. Turn ON to enter your UCRNetID and password
4. Open your browser to search library resources

For further help, check out our trouble shooting guide.
“Scholarship as Conversation”
“Scholarship as Conversation”

What’s so special about scholarly articles anyway?
ENGL 1A-B-C

CHEM 1LA
-> BIO 5LA

Humanities /Social Sciences Intro Courses

Capstone
Biol 5LA News Article Assignment

Objectives:
- How is science communicated to the public?
- How do you report scientific findings based on evidence in a responsible manner?

Part 1: Find Primary Research Article
- Your TA provides you with a news article link.
- You find the original research article that is referred to in the news article.
- The online library exercise and in-library workshop will be useful for this part of the assignment.

Part 2: Answer Discussion Forum ?s
- Your TA will create a forum for 2 different tables/figures from the research article.
- You create a thread in response to both your TA’s prompts by 11:59pm 10/21/16. You may choose to answer one or more questions in each prompt.
- Each thread must consist of at least 150 words (entirely in your own words).
- Type or paste text into space provided. Don’t upload a pdf/doc.

Part 3: Write Your Own News Article
- Write your own news article based on the same primary research article in your own words. Max 500 words.
- Submit on iLearn by 11:59pm the day before your lab meets on week 6.

Grading of News Article:
- Do you accurately describe and interpret all the relevant key findings?
- Do you identify flaws or issues of the study and how they may influence the interpretation of the data?
- Do you include the appropriate citation in your article?
- Is your writing clear, focused, and understandable by the public?

Rules:
- Do not copy/paste/paraphrase from the lab manual/internet - All parts of the assignment must be entirely in your own words.
- Do not use quotes from any source, including other news sources.
- Provide citations for where you found the information.
- SafeAssign is a software that will check your written work for plagiarism, comparing online sources as well as other students’ work.

Due dates:
- Discussion Forum due 11:59pm 10/21/16
- News Article due on iLearn 11:59pm day before your lab meets on week 6 (10/31-11/3).
- Hard copy of news article due at the start of lab on week 6. Must submit both iLearn and hard copy for credit.
- Issues with iLearn? Email your completed assignment before the deadline to your TA.
Part 1: Find Primary Research Article
- Your TA provides you with a news article link.
- You find the original research article that is referred to in the news article.
- The online library exercise and in-library workshop will be useful for this part of the assignment.
“Information Has Value”
“Information Has Value”

Why do you have to go through this whole convoluted process to find the primary research?
“Scholarship as Conversation”
“Scholarship as Conversation”

How does information get transmitted to different audiences?
"Scholarship as Conversation"

Your Big Mac Would Only Cost $0.68 More If McDonalds Doubled Its Pay (UPDATED)

By Annie-Rose Strasser

If McDonalds were to double the salaries and benefits of all of its employees, from the CEO down to the minimum wage cashiers, it would still only cost an extra 68 cents for a Big Mac, according to a new report.

As fast food workers across the country are going on strike to demand a livable wage, University of Kansas research assistant Arnobia Morelix tells the Huffington Post that it would cost the average consumer mere cents to give them just that.
“Scholarship as Conversation”

Part 3: Write Your Own News Article
- Write your own news article based on the same primary research article in your own words. Max 500 words.
- Submit on iLearn by 11:59pm the day before your lab meets on week 6.
“Information Has Value”
“Information Has Value”

Who is represented in the academic discourse? Who is not?
“Scholarship as Conversation”
“Scholarship as Conversation”

What might people say about your argument?
All welcome!

- Information for educators
- Information for volunteers
- Information for students
- Ask or discuss anything
“Travel on the Silk Road” by Yu Ming (Chinese, 1884–1935), China via The Metropolitan Museum of Art is licensed under CC0 1.0
“Travel on the Silk Road” by Yu Ming (Chinese, 1884–1935), China via The Metropolitan Museum of Art is licensed under CC0 1.0
Capstone
University of California, Riverside
Undergraduate Research Journal
2016-2017 Call for Papers and Cover Art

Submissions will be accepted throughout the academic year. See below for quarterly deadlines. Articles submitted after the noted deadline will be considered in the subsequent round of reviews:

Spring: March 31, 2017
Journal Editor confirms that submissions were received and under review: Monday, April 3, 2017

The University of California Riverside Undergraduate Research Journal provides a student-edited multi-disciplinary journal that features the very best faculty-monitored undergraduate research and scholarship accomplished on our campus. This peer review process is managed by the Student Editorial Board (SEB) with guidance from the Faculty Advisory Board (FAB), and logistic support from Undergraduate Education’s Educational Initiatives. The Journal is sponsored by the Vice Provost for Undergraduate Education.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>University of California, Riverside undergraduate research journal.</th>
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<tbody>
<tr>
<td><strong>Published</strong></td>
<td>Riverside, CA: University of California, Riverside, 2007-</td>
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**Connect to:**
Connect to http://ugr.ucr.edu/journal/volumes.html

**Loc**
Internet LD781.R5

**Lib. Has**
Check website for coverage

**Call #**
LD781.R5

**Frequency**
Annual

**Content Type**
text

**Media Type**
computer

**Carrier Type**
online resource

**Pub Date**
Began in 2007.

**Note**
Description based on: Volume I (2007); title from table of contents.

**Subject**
University of California, Riverside -- Periodicals.
Undergraduates -- Research -- California -- Riverside -- Periodicals.

**Other Author**
University of California, Riverside.

**Other Title**
Undergraduate research journal

**Other #**
UCR undergraduate research journal
(OCoLC)914287103

**OCLC/BIB**
914287103

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**Capstone**
Welcome to the UCM Undergraduate Research Journal!

We are proud to provide UC Merced students with the opportunity to publish their research through the Undergraduate Research Journal. The Undergraduate Research Journal (URJ) seeks to promote strong undergraduate writing, scholarship, and creativity in as many disciplines as possible, to reflect UC Merced’s interdisciplinary focus.

Current Issue, Volume 9, Issue 1, 2016

Articles

Antisocial Personality Disorder: Cognitive and Emotional Functioning
Smith, Kennedy

Classification of Symptoms in Victims of Bullying
Shannon, Roskin

Classifying Nomophobia as Smart-Phone Addiction Disorder
Tray, Dewey

The Impact of Maternal Depression on Children's Growth and Development
Godfry, Nancy

The Importance of Advocating for Oral Health Education Programs on College Campuses: Original Research on the Systematic Examination of Oral Health Beliefs among College Student Minorities
Vang, Pang; Khara, Arianna; Marmolejo-Aguado, Claudia; Blans, Kuijert; Sandhu, Mannmeet

Understanding the Causes Health Disparities among the Homeless
Andaya, Anne

Establishing a Standardized Measurement Tool for children with ASD for use in PECS research
Martinez, Lizeth
“Information Has Value”
“Information Has Value”

Who owns information?

Capstone
“Scholarship as Conversation”
“Scholarship as Conversation”

Who is using the research that you created?
Building a Culture
Chaffey College

"Chaffey High School/Junior College" from *The Living New Deal*
Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.
Chaffey College Library
The Chaffey College Library supports the mission of Chaffey College by providing instruction, guidance and services promoting information literacy; access to quality information resources; and assessment to measure and evaluate its effectiveness. Through multiple access points, the Library promotes and supports student success in a learning-centered environment.
Student Pathways

- Language
- US History...
- Physical & Bio Sciences
- Social Behavioral Sciences
- Mathematics
- Arts
- Eng 1A
- Eng 1B
- Humanities
“The delivery of library resources and information literacy skills typically taught at the beginning of a content-specific course to assist students with research-oriented assignments or projects”

Encyclopedia of Information Science and Technology
## Eng 1A & 1B Student Learning Outcomes

<table>
<thead>
<tr>
<th>Eng 1A</th>
<th>Eng 1B</th>
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<tr>
<td>Write essays that deliberately connect audience and purpose in a variety of genres.</td>
<td>Write essays that synthesize information to support analysis or argument.</td>
</tr>
<tr>
<td>Demonstrate proficiency in evaluating, integrating, and documenting sources.</td>
<td>Demonstrate mastery in evaluating, integrating, and documenting sources.</td>
</tr>
</tbody>
</table>

Support a complex thesis statement with sophisticated evidence.
Information Has Value

Knowledge Practices

- give credit to the original ideas of others through proper attribution and citation
- recognize issues of access or lack of access to information sources

Dispositions

- respect the original ideas of others
- value the skills, time, and effort needed to produce knowledge
- are inclined to examine their own information privilege
Scholarship as Conversation

Knowledge practices

- cite the contributing work of others in their own information production;

- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session

- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge

Dispositions

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation

- recognize that scholarly conversations take place in various venues

- value user-generated content and evaluate contributions made by others

- recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage
Fake News, Misinformation, and Alternative Facts

The New York Times

The Atlantic
Proof that Information Has Value

Chaffey College Library

My Chaffey ID (example: xy0123456): __________________________
My Chaffey Password (What's this?): ___________________________

Login

Your ID is your first name initial and last name initial in lowercase plus your 7-digit Chaffey College ID number (e.g., Charlie Chaffey’s ID would be cc0323232).
- Your initial password is your 6-digit birth date in the MMDDYY format (no spaces – 081459).
- You will be required to change your password and set up your security/password reset questions the FIRST time you log into the Portal.
Conclusions!

- Digital scholarship - what it is
- Public scholarship - what it does
- Information literacy
  - Information has value
  - Scholarship as a conversation