

## Checklist to Evaluate Sample Assignment Handouts (Phase 1)

As a group, evaluate the sample research assignment handouts provided. Use the checklist below to help you in your evaluation. The checklist is divided into three sections that align with the Project information Literacy report. On a scale from 1-3 (1=not well and 3= very well), how well does the handout do the following: Assignment #: \_\_\_\_\_

ASSIGNMENT REQUIREMENTS			
<ul style="list-style-type: none"> <li>• Provides project parameters (e.g. structure, mechanics, number of pages, length of speech, required headings).</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Clarifies that research can take time. (e.g. length of time to do research explained, breaks assignment into stages with different due dates).</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Identifies number of sources required.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Defines types of sources required.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Specify a specific citation style to use.</li> </ul>	1	2	3
RESEARCH GUIDANCE			
<ul style="list-style-type: none"> <li>• Instructs on how to best select a topic.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Directs students to where to find information sources.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Specifies recommended sources to use.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Discusses how to do research.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Explains how to use a source.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Explains importance of currency and how to evaluate information based on timeliness.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Explains importance of reliable information and ways to evaluate information based on the source's authority.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Describes how to prevent plagiarism (e.g. note-taking techniques, how to paraphrase, plagiarism prevention services).</li> </ul>	1	2	3
SUPPORT			
<ul style="list-style-type: none"> <li>• Instructor availability for assistance with research is listed.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Librarian availability for assistance with research is listed.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Tutoring availability for assistance is listed.</li> </ul>	1	2	3
<ul style="list-style-type: none"> <li>• Learning Center (writing, computer) availability is listed.</li> </ul>	1	2	3

**Key Findings  
From Project  
Information Literacy**

76% of students surveyed considered written guidelines about course-related assignments to be the most helpful materials an instructor can provide.

  
  

Written guidelines for research assignments play an integral role in helping students define situational context – how to meet an instructor's expectations.

  
  

Students tend to use handouts to define information gathering context – to find and use appropriate information.

<p>What did you LIKE most about this assignment?</p>	<p>What did you DISLIKE most about this handout?</p>
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