

## McNair Library Mentor Component

The role of the Library Mentor is to assist the student in his or her research and to help the student achieve information literacy, defined as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” The Library Mentor and student may use this sheet to help guide that process. It is expected that the student will meet with the Library Mentor at least 4 times, for a total of at least 2 hours. Additional contacts may be made by phone, email, or chat. The librarian will keep a record of student tasks and their completion dates. Students will keep a log of their research progress. Tasks are based on the **Information Literacy Competency Standards for Higher Education**, approved by the Association of College and Research Libraries in 2000. The full document is available at: <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>

### ***The student will...***

<b>Determine the nature and extent of the information needed</b>	<b><i>Date Completed</i></b>
Explain the research topic and list key concepts and terms to describe the information need	
Participate in the mentor/student discussion to clarify the topic and identify important resources	
Write a well-constructed thesis statement explaining the research question; submit to Library Mentor.	
With the Library Mentor, discuss the “manageability” of the topic: is it necessary to narrow or broaden it? Are sufficient resources available?	
Identify a variety of types and formats of potential sources of information, including Quest, general databases, discipline-specific databases, web resources, etc.	
With the Library Mentor, discuss resources available beyond local resources (ILL, using resources at other locations, etc.)	
Establish an ILLiad account	

<b>Access information effectively and efficiently</b>	<b><i>Date Completed</i></b>
Attend McNair Library Resources session in November	
With mentors, identify the appropriate investigative methods (laboratory experiment, simulation, fieldwork, etc.)	
With LM, identify keywords and synonyms for the information needed. Select controlled vocabulary specific to the discipline or source.	
With LM, construct effective search strategies, using appropriate Boolean operators, truncation, etc.	
Implement the search strategy in appropriate resources, with different interfaces and search engines.	
Reconsider the search topic after searching the appropriate resources. Is it necessary to modify the topic?	
Create a system for organizing the information retrieved. With LM, discuss style manuals, including APA. Briefly review APA format with LM. Review RefWorks. The student should complete the RefWorks tutorials and establish a RefWorks account.	
Record citation information for two resources, using correct APA format. The LM will check the completed citations and discuss with student.	

***The student will...***

<b>Evaluate information and its sources critically</b>	<b><i>Date Completed</i></b>
Summarize the main idea from one article or book chapter. Restate important concepts in his/her own words.	
Discuss the importance of recognizing prejudice and deception found in resources—as well as the cultural context of resources.	
Explain to the LM the differences between a popular magazine and a scholarly journal.	
Conduct a Web search and a periodical database search on the research topic; compare the results.	
With the LM, discuss the importance of investigating multiple viewpoints of the topic, including seeking expert opinion through a variety of mechanisms (interviews, email, listservs).	
Reconsider the topic: is it necessary to revise?	

<b>Use information effectively to accomplish a specific purpose</b>	<b><i>Date Completed</i></b>
Organize the content using outlines and drafts.	
Maintain a journal or log of activities related to the information seeking, evaluating, and communicating process.	

<b>Develop an understanding of many of the economic, legal, and social issues surrounding the use of information; access and use information ethically and legally</b>	<b><i>Date Completed</i></b>
With the LM, discuss the importance of acknowledging the use of information sources used and avoiding plagiarism. The student will use APA consistently to cite sources.	
Submit completed forms, if appropriate, to Human Subjects Committee by deadline.	
Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.	



# Student & Library Mentor Activity Record

Student Name: \_\_\_\_\_

Library Mentor and contact information: \_\_\_\_\_

Research Mentor and contact information: \_\_\_\_\_

Department Mentor and contact information: \_\_\_\_\_

ILLiad account information: \_\_\_\_\_

RefWorks account information: \_\_\_\_\_

Topic:

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Thesis Statement:

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**General Resources to consult:**

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**Subject-specific resources to consult:**

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**Keywords that describe the topic:**

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**Controlled vocabulary (subject headings) for individual databases:**

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**Search Strategies:** Indicate search statements and resources used.

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**Citations:** Using correct APA format, enter complete citation for two resources you expect to use. Your library mentor will review these citations with you.

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**Notes:**