

# Political science research competency guidelines

Approved by the ACRL Board of Directors, July 2008

by the ACRL Law and Political Science Section Education Task Force

## Introduction

The following guidelines and associated examples developed by ACRL's Law and Political Science Section (LPSS) are intended to illustrate the application of information literacy standards to research in political science and related disciplines, including public administration, law, criminal justice, and civic education. The core ACRL Information Literacy Competency Standards for Higher Education, from which these guidelines are adapted, can be found at [www.ala.org/ala/acrl/acrlstandards/standards.pdf](http://www.ala.org/ala/acrl/acrlstandards/standards.pdf).

Political science research includes the use of typical academic sources, such as scholarly journals and books, but it also relies heavily on primary sources that may be difficult for the undergraduate to find and understand. Notably among them are government documents produced by local, state, federal, or international bodies and data sets that can be analyzed with statistical software. The outcomes and the examples in this document reflect this diversity of sources expected in political science research.

These adapted standards are targeted to academic librarians who work with political science faculty to develop their students' information literacy skills. By emphasizing examples of information literacy outcomes, the standards can serve as a bridge between the librarians' understanding of information literacy and the professors' curricular needs. In addition, many outcomes are labeled with "F" or "L" to designate whether the likely expert on a specific outcome is the faculty

or the librarian. Those outcomes without any notation presume shared expertise and responsibility between faculty and the librarian.

There are few documents in the political science literature that provide standards for either the undergraduate or graduate curriculum, save possibly for the Wahlke Report (1991), which outlined nine "recommendations" for political science departments. Of particular note for the standards introduced here is the recommendation that "every political science major gain familiarity with the different assumptions, methods and analytical approaches used by political scientists and by cognate disciplines."<sup>1</sup> However, most of the other recommendations follow more substantive considerations than the development of skills. In more recent years, a significant literature has emerged on research methods in the undergraduate curriculum. Ishiyama, Breuning and Lopez (2006) arguably provide the best review of the (lack of) development of standards for the political science curriculum over the last century. As the authors note, "although in recent years there has emerged a renewed interest in teaching and learning issues in the American Political Science Association (APSA), little attention has been paid to the structure of the undergraduate political science curriculum."<sup>2</sup> However, with this caveat in mind, there has been a movement in the discipline away from simply imparting substantive knowledge and towards the development of skills (e.g., consider the estab-

lishment of the *Journal of Political Science Education* and the annual APSA Teaching and Learning Conference). There has also been a movement in many departments to require a research methodology course early in the students' careers. The Political Science Research Competency Guidelines focus specifically on the development and honing of such research skills, and, therefore, are in line with the discipline's change in curricular emphasis.

Furthermore, initial research<sup>3</sup> suggests that structured political science programs serve students better in terms of skills and substantive knowledge, than do unstructured majors. Certainly, these political science standards could be easily integrated into such a structured curriculum. In more recent years, a significant literature has emerged on research methods in the undergraduate curriculum. Marfleet and Dillie (2005),<sup>4</sup> for

example, make explicit reference to the ACRL information literacy standards and how they can be employed to develop and structure undergraduate research method courses. The standards presented here more thoroughly adapt the ACRL standards to the political science discipline.

The standards can be used as a tool to assess and define students' information-retrieval skills, as well as to measure students' demonstrated extent of reflection and analysis on the nature of the information itself—by whom and by what methodology it is created, its significance to the defined research need, and in what context(s) the information can be responsibly used, shared, and documented. Students demonstrating skills illustrated by these examples incorporate high ethical values in seeking information and acknowledging the ideas of others. Ideally, by mastering the informa-

## About the guidelines

### Development timeline

The Education Task Force of Law and Political Science Section (LPSS) initiated the development of these guidelines in fall 2003. In the intervening years, members of the committee reviewed a variety of information literacy literature. The Literatures in English Section's and Science and Technology Section's subject-specific standards proved especially valuable when preparing our own guidelines. The committee also reviewed the Middle States Commission's *Developing Research and Communication Skills*, John C. Wahlke's 1991 report on political science education, "Liberal Learning and the Political Science Major," and other relevant articles in the political science and library science literature.

Through focus groups at the ALA and the American Political Science Association conferences, consultation with political science colleagues on individual campuses, feedback through the LPSS-L and online chat sessions, the committee solicited comments from librarians and political science faculty. These conversations helped develop the structure of the guidelines, examples that articulate outcomes,

and goals that are representative of challenges facing political science education.

The LPSS Executive Committee approved the draft Political Science Research Competency Guidelines at the 2007 ALA Midwinter Meeting.

### Acknowledgement

The task force would like to give special thanks to the LPSS Instruction Committee for their assistance in the development of these standards, especially Chris Palazzolo and Kathi Fountain.

The Instruction Discussion Groups were particularly important and helpful in bringing the work of the task force to a wider audience for review and allowed the task force to efficiently gather invaluable input on the content, usefulness, and format of the guidelines.—*Prepared by the LPSS Education Task Force: Barbara Norelli, Chair 2003-2006; Kathi Fountain and Lorena O'English, Co-Chairs 2006-2007; and John Hernandez, Rebecca Ohm, Chris Palazzolo, Bruce Pencek, and Connie Stoner.*

tion literacy skills outlined below, students will produce independent research that is thoughtfully analyzed and then presented or published in the most suitable way for the intended audience.

The Political Science Research Competency Guidelines is considered a living document, where examples may change to reflect changes in the discipline, available research tools, and current events.

The outcome examples presented in this document are a selection culled from a large pool of examples, and are considered interchangeable with those listed in our “Repository of Examples” document (linked from the LPSS Web page). Librarians may choose examples from the repository that best communicate information literacy objectives for specific faculty or courses.

By illustrating these values with discipline-based examples, it is hoped that administrators, librarians, and political science faculty will find a useful way to define, communicate, and evaluate a broad range of student research skills using a widely accepted standards base.

## Notes

1. Wahlke, John. 1991. Liberal learning and the political science major: A report to the profession. *PS: Political Science and Politics* 24: 48-60.

2. Ishiyama, John, Marijke Breuning, and Linda Lopez. 2006. A century of continuity and (little) change in the undergraduate political science curriculum. *American Political Science Review* 100: 659-665.

3. Ishiyama, John. 2005. The structure of an undergraduate major and student learning: A cross-institutional study of political science programs at thirty-two colleges and universities. *Social Science Journal* 42:359-366.

4. Marfleet, B. Gregory and Dille, Brian J. 2005. Information literacy and the undergraduate research methods curriculum. *Journal of Political Science Education* 1: 175-190.

(Expertise Indicators: **F**=Faculty **L**=Librarian All others imply shared expertise between Faculty and Librarian)

The information literate political science student ...	
<b>Standard One: Know and Plan</b> Determines nature and extent of needed information.	
<b>Performance Indicator:</b> 1. Defines and articulates the need for information.	
<b>Outcomes:</b>	<b>Examples:</b>
Identifies an area of interest or class topic and explores general information sources to increase familiarity with the topic.	Uses assigned readings, textbook, referenced sources (encyclopedias, handbooks), and news sources as appropriate; literature-search tools (such as PAIS); and consultations with faculty, librarians, and peers to develop lines of inquiry and identify what major issues and/or controversies characterize the topic.
Recognizes that a 30-page research paper, a policy memo, or an essay-type “response paper” will require different types of information.	Decides whether data needs to be collected or if statistical sources will suffice. Knows when scholarly articles referenced in a database or editorials appearing in the popular press are needed to develop the argument, theme, or literature review.

Defines or modifies the information need to achieve a manageable focus.	Selects a geographic area, demographic group, or institution, etc., to help define focus.
	Selects a geographic area, demographic group, or institution, etc., to help define focus. Focuses on balancing issues of sovereignty with the issues of “morality” in a paper on the imposition of U.S. sanctions on a sovereign country for human rights abuses.
Identifies key concepts and terms that describe information need.	Gathers keywords related to the topic through reading background sources and knows keywords may include the names of laws, regulations, or court opinions; political actors; and words describing variables and theories.
Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information. F	Compares statistics on child poverty among several different states and compares with state laws and regulations regarding “workfare” programs.
Develops a thesis statement or research question. Articulates appropriate theory on which to structure an answer and form investigative questions. F	Focuses on explanations of differences in turnout levels across Western European countries.
Chooses among different methodologies and explains their relative merits; Creates and carries out a formal research design. F	Develops a research design for an empirical investigation, including identifying hypotheses and variables (measurement and operationalization).
<b>Performance Indicator:</b> 2. Identifies a variety of types and formats of potential sources for information.	
<b>Outcomes:</b>	<b>Examples:</b>
Knows how information is formally and informally produced, organized, and disseminated.	Understands that journal articles referenced in an academic periodical index are of a different nature than newspaper editorials, or that some commercial sources of data may be biased. Realizes statistics on healthcare expenditures in developing countries may be unreliable.
Identifies the purpose and audience of potential resources. L	Recognizes the difference between popular and scholarly works and current and historical works as well as the different audiences to which different resources are addressed.
Recognizes that knowledge is largely organized into disciplines that influence the way information is accessed.	Knows to search multiple subject-specific databases for an interdisciplinary topic.

Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, Web site, data set, audio/visual, and monograph). L	Knows that information found in books may be more dated, but also more foundational, than journal articles. Understands that government reports can provide valuable information and analysis.
	Recognizes that a dataset from ICPSR may provide necessary hard data but will need expertise in analyzing and manipulating.
Differentiates between primary and secondary sources, recognizing how their use and importance can vary across disciplines.	Understands that a Congressional Hearing from 1879 may be a primary source for someone studying government policy on an issue but is a secondary source for a historian needing personal narratives on the Reconstruction experience.
Realizes that information may need to be constructed with raw data from primary sources. F	Identifies and uses data collection methods for the purpose of empirical research design, public policy, polling, or other critical policy analysis.
<b>Performance Indicator:</b> 3. Considers the costs and benefits of acquiring the needed information.	
<b>Outcomes:</b>	<b>Examples:</b>
Determines the availability of needed information and makes decisions on broadening the information-seeking process beyond local resources. L	Uses interlibrary loan. Searches for resources at other locations. Obtains images, videos, text, or sound as necessary.
Defines a realistic overall plan and timeline to acquire the needed information.	Makes research appointment with librarian to assess which indexes and databases might be most useful and to learn current search/access techniques for them.
Considers the feasibility of acquiring a new language or skill in order to gather needed information and to understand its context. F	Determines whether time allows, or project requires, learning to use a statistical package.
<b>Performance Indicator:</b> 4. Re-evaluates the nature and extent of the information need.	
<b>Outcomes:</b>	<b>Examples:</b>
Reviews the initial information needed to clarify, revise, or refine the research question, thesis, or theory. F	Can narrow a research topic from an overly broad topic to a more focused topic.
Describes criteria used to make information decisions and choices. F	Understands that researching the Organic Food Labeling legislation will require transcripts of testimony in hearings to determine who testified and what industry representatives said.

The information literate political science student ...	
<b>Standard Two: Access</b> Accesses needed information effectively and efficiently.	
<b>Performance Indicator:</b> 1. Selects the most appropriate information retrieval systems for accessing the needed information.	
<b>Outcomes:</b>	<b>Examples:</b>
Identifies appropriate investigative methods and determines their applicability and/or benefit. F	Determines whether to rely on published scholarship, primary data, case studies, or another method of researching. Chooses qualitative or quantitative research methods. If the latter, identifies major sources for statistical data.
Investigates scope, content, and organization of information retrieval systems. L	Navigates library's Web site for research recommendations. Determines what research tools are available on campus and in the library.
Selects efficient and effective approaches for accessing the information needed from the investigative method. L	Chooses source to search based on understanding of whether source's content is primarily scholarly or popular.
Selects efficient and effective approaches for accessing the information needed from subscription databases, free online search engines, indexes, etc. L	Knows which library catalog to search for political science books held on campus, regionally, or nationally. Determines whether it is most appropriate to choose a political science database, a database for another discipline, or a more general, multidisciplinary database to search for journal articles. Uses advanced search in Google or the <i>New York Times</i> Web site archive.
Identifies major sources for statistical data, including aggregated data and coded files, as necessary for the research project. L	Uses <i>Statistical Abstract of the United States</i> , FedStats, and ICPSR to access data on elections.
Determines if government reports or other government sources are necessary, and chooses appropriate sources to find them. L	Searches library catalogs to find locally held international, state, and federal government documents.
Recognizes the difference between commercial and official sources, and chooses the source most appropriate for the research inquiry. L	Understands that West's legal codes provide annotations for laws, but the official code source only offers the current law. Identifies accurate, timely, and appropriate government and scholarly resources to produce memos on national security analysis and recommendations for action.
<b>Performance Indicator:</b> 2. Constructs and implements effectively designed search strategies.	



Outcomes:	Examples:
Develops a research plan.	Identifies relevant databases to begin research. Uses bibliographies and references of promising articles and books as a means to expand research.
Identifies keywords, synonyms, and related terms for the information need and selects controlled vocabulary specific to the discipline or information retrieval source.	Uses a political science dictionary like <i>American Political Dictionary</i> or <i>Blackwell Dictionary of Political Science</i> to find definition of “sovereignty” and alternative terms for it.
	Reviews search results and adapts searches to incorporate subject terms used by the database.
Constructs search strategy using appropriate commands for subscription databases. L	Combines search terms with operators ( <i>and</i> , <i>or</i> , and <i>not</i> ) in library databases. <death penalty and Texas>
Constructs a search strategy using appropriate commands for Internet search engines. L	Types quotes around the phrase “death penalty” to limit the search to the phrase. Uses + symbol next to Texas to require the word in the results. Selects the advanced search to learn how a particular search engine allows further search limits.
Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters. L	Uses browseable Internet portals (such as SOSIG) and subject directories to pinpoint useful information on the Web.
Understands that databases, search engines, and indexes may range from covering a multidisciplinary area to a very specific aspect of political science, and chooses the most appropriate resource for the information need. L	Recognizes that <i>Academic Search Premier</i> and <i>Expanded Academic Index</i> cover multiple disciplines. Understands that JSTOR is a collection of high quality journals. Recognizes that Worldwide Political Science Abstracts and PAIS offer political science-specific references to journal articles.
Understands that aggregate data sources may range from covering a multi-subject or multi-geographic area to a very specific subject or locality and chooses the most appropriate resource.	Recognizes the difference between <i>Europa World Yearbook</i> and <i>India 2000</i> .
<b>Performance Indicator:</b> 3. Retrieves information online or in person using a variety of methods.	

Outcomes:	Examples:
Uses various search systems to retrieve information in a variety of formats. L	<p>Navigates the library's Web site to find reference books, databases, indexes, and Web sites.</p> <p>Searches journal databases to find references to scholarly articles on the intersection of power and leadership.</p> <p>Searches FirstGov to locate online government information about U.S. efforts to help stop the spread of AIDS in Africa.</p> <p>Locates information, online or in print, about candidates running for office in order to cast an informed vote.</p>
Uses various classification schemes and other systems to locate information resources within the library or to identify specific sites for physical exploration. L	<p>Uses the Library of Congress (LC) system to find books.</p> <p>Uses the Superintendent of Documents System (SuDoc) to find United States government documents.</p> <p>Uses the United Nations Document (UN-DOC) number to find publications from the UN.</p> <p>Recognizes that political philosophy books are shelved in the JC call number area and may be browsed for interesting titles.</p> <p>Learns that a library has a special section for theses, which are shelved by title.</p>
Uses specialized online or in-person services available at the institution to retrieve information needed. L	<p>Asks for assistance from librarians via the reference desk, reference e-mail, chat reference, or subject-specialist consultation when necessary.</p> <p>Requests items unavailable in the library through interlibrary loan.</p> <p>Requests information from government agencies (especially at the local level) or nonprofit groups when unavailable at libraries.</p>
Uses surveys, letters, interviews, data, and other forms of inquiry to retrieve primary information.	Interviews local city planners about the role of developers in the city's decision-making process.
Saves information retrieved.	Saves, prints, or e-mails full-text articles from databases.
Determines what information can be found locally.	Searches to determine what specific books, documents, or journals are available in his/her library.
<p><b>Performance Indicator:</b> 4. Refines the search strategy, if necessary.</p>	



<b>Outcomes:</b>	<b>Examples:</b>
Assess the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be used.	Determines that search on protectionism in a political science database is not comprehensive and may require searching in a related disciplinary database, such as Econlit.
Identifies gaps in information retrieved, determines if search needs revising.	Realizes that a search on trade and protectionism might be more focused by using search terms based on examples of protectionism, such as “tariffs.”
Repeats the search using revised strategy as necessary.	Searches additional databases, statistical sources, and/or Web sites for updated or more focused information as required to satisfy information need.
<b>Performance Indicator:</b> 5. Extracts, records, and manages the information and its sources.	
<b>Outcomes:</b>	<b>Examples:</b>
Saves information retrieved and creates a system for organizing research.	Scans, photocopies, prints, e-mails, or takes notes from sources of information, as appropriate. Creates spreadsheet with independent and dependent variables and information retrieved for each.
Recognizes that sources must be cited and formatted according to a style manual and differentiates between the types of sources cited.	Understands that the purpose of citing is to verify the sources of information, to provide credit for original thought, and to direct readers to specific works for further information. Knows that the <i>Chicago Manual of Style</i> and its related <i>APSA Style Manual</i> are the standard citation methods for political science publication.
Records all relevant citation information for future reference.	Knows to record the name of database from which full-text documents were retrieved, as well as the date database accessed.
The information literate political science student ...	
<b>Standard Three: Evaluate</b> Evaluates information and its sources critically, and incorporates selected information into his/her knowledgebase and value system.	
<b>Performance Indicator:</b> 1. Summarizes the main ideas to be extracted from the information gathered.	
<b>Outcomes:</b>	<b>Examples:</b>
Reads the text and selects main ideas.	Determines argument presented in an academic article.
Restates textual concepts in own words and selects data accurately.	Paraphrases a scholar's central argument in a book about the effects of rehabilitation efforts in the criminal justice system.

Identifies verbatim material that can be then appropriately quoted.	Quotes and properly attributes pertinent phrases from “conclusions” part of published research to augment own argument.
<b>Performance Indicator:</b> 2. Articulates and applies initial criteria for evaluating the information and its sources.	
<b>Outcomes:</b>	<b>Examples:</b>
Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.	Seeks statistical evidence from National Center for Education Statistics to test if a claim that school violence is at all-time low is true.
Analyzes the structure and logic of supporting arguments or methods.	Investigates validity of claim that the Bush Administration intends to require all HIV programs receiving federal money to state that condoms don’t work to prevent HIV and STDs.
Recognizes prejudice, deception, or manipulation.	Considers whether a Web site’s language is inflammatory and misrepresents the effects of introducing wolves into Yellowstone Park.
Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information.	Identifies leading or ambiguous survey question used to elicit desired response—based on survey sponsor’s affiliation.
<b>Performance Indicator:</b> 3. Synthesizes main ideas to construct new concepts.	
<b>Outcomes:</b>	<b>Examples:</b>
Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence. F	Reads several articles on voter behavior and constructs an argument that college students are more likely to vote in city council elections when the positions of the candidates directly relate to the student neighborhoods.
Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information.	Relates initial hypothesis that religion has become more important in recent U.S. elections to broader theories of party system dealignment and realignment, and subsequently searches literature for related studies and analyses.
Uses technologies for studying the interaction of ideas and other phenomena.	Uses GIS maps to present census data that illustrates demographic changes in Congressional district.
<b>Performance Indicator:</b> 4. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.	
<b>Outcomes:</b>	<b>Examples:</b>
Determines whether information satisfies the research or other information need.	Realizes that a search of LexisNexis, while useful in determining mainstream media views, will need also to use other indexes or sources, such as Alternative Press Index, to get alternative viewpoints on popular topics.

Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources.	Evaluates information about HIV/STD prevention on CDC site.
Tests theories with discipline-appropriate techniques. F	Tests hypothesis on electoral participation using an appropriate statistical technique (i.e., logit) for a limited categorical dependent variable.
Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and reasonableness of the conclusions.	Asks who produced this? Is there a political agenda? Is data used selectively? Evaluates the methodology to determine a study's validity and reliability.
Integrates new information with previous information or knowledge.	Compares testimony of potential new justice or cabinet member with previously published statements or interpretations.
Selects information that provides evidence for the topic.	Uses statistics from NCES, firearm injury statistics from CDC by age, FBI homicide reports by age, for school violence research.
<b>Performance Indicator:</b> 5. Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.	
<b>Outcomes:</b>	<b>Examples:</b>
Investigates differing viewpoints encountered in the literature.	Seeks out additional scholarship on topic.
Determines whether to incorporate or reject viewpoints encountered.	Confirms belief that many politicians are beholden to campaign contributors or special interest groups.
<b>Performance Indicator:</b> 6. Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.	
<b>Outcomes:</b>	<b>Examples:</b>
Participates in classroom and other discussions.	Adds to discussions and responds to others arguments and/or hypotheses with reasoned evidence.
Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic.	Uses e-mail, bulletin boards, or chat rooms to discuss topic.
Seeks expert opinion through a variety of mechanisms.	Consults with professor. Consults with local experts on campus, in government, or in nonprofit agencies.
<b>Performance Indicator:</b> 7. Determines whether the initial query should be revised.	
<b>Outcomes:</b>	<b>Examples:</b>
Determines if original information need has been satisfied or if more information is needed.	Reviews collected information and chooses to seek out additional sources related to judicial decision making.

Reviews search strategy and information retrieval sources, and incorporates additional concepts and sources as necessary. L	Searches additional databases, statistical sources, Web sites for updated or more focused information as required to satisfy information need.
The information literate political science student ...	
<b>Standard Four: Use</b> Uses information effectively to accomplish specific purpose.	
<b>Performance Indicator:</b> 1. Applies new and prior information to the planning and creation of a particular product or presentation.	
<b>Outcomes:</b>	<b>Examples:</b>
Plans and organizes the content of the project in a manner that supports its purposes and format and adapts it as appropriate for individual or group work. F	Determines most important information to convey in an oral presentation and decides what graphics need to be displayed.
Articulates knowledge and skills transferred from prior experiences and research to planning and creating the project, and integrates and synthesizes the new and prior information. F	Employs note card system for easy organization of gathered research information. Reflects on comments from past projects and makes attempts to improve quality of sources, grammar, citation accuracy, etc. as appropriate.
Manipulates analog and digital text, images, media, and data as needed.	Develops a chart using Excel software that shows the distribution of U.S. aid to foreign countries over the last 20 years.
Understands the civic and political environment and identifies issues of personal importance so as to actively engage in the political process, as an individual or as part of a group.	Seeks out internships or employment with child advocacy organizations.
<b>Performance Indicator:</b> 2. Revises the development process for the product or presentation.	
<b>Outcomes:</b>	<b>Examples:</b>
Designs realistic timeline (with revision time) for research and creation process of project, and maintains journal/log of activities related to the information-seeking, evaluating, and communicating process.	Keeps track of research process by noting what search terms found what information, how the information found clarified or confused the research, and what information is still needed to complete the assignment.
Reflects on and incorporates lessons from past successes, failures, and alternative strategies, while keeping in mind the audience and purpose of the project.	Determines that not all articles are essential to the argument and that some require more elaboration than others for undergraduates to understand. Applies learned techniques for article evaluation to quickly determine essential articles for a senior thesis.
<b>Performance Indicator:</b> 3. Communicates the product or presentation effectively to others.	

<b>Outcomes:</b>	<b>Examples:</b>
Chooses a communication medium, format, and vocabulary that best supports the purposes of the project and its intended audience. F	Chooses between products such as a brochure, paper, presentation, Web site, stump speech, etc. Rigorously defends a position using appropriate facts and convincing language in a mock debate.
Understands how to communicate ideas visually using charts, graphs, and images and orally through the use of rhetorical and presentation skills. F	Creates a table of gubernatorial election results in Excel for use in a research paper. Generates a graph on death penalty cases by time and place for display in a Power-Point presentation.
The information literate political science student ...	
<b>Standard Five: Ethics</b> Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.	
<b>Performance Indicator:</b> 1. Understands many of the ethical, socio-economic, legal and political issues surrounding information and information technology.	
<b>Outcomes:</b>	<b>Examples:</b>
Identifies and discusses issues related to privacy and security in both print and electronic environments.	Argues for protection of personal data in government databases. Recognizes "https" as a safe practice in deterrence of identity theft. Can articulate implications of USA PATRIOT Act on freedom of inquiry.
Identifies and discusses issues related to free versus fee-based access to information. L	Understands difference/value added between commercial compilations of government information and government disseminated information.
Identifies and discusses issues related to censorship and freedom of speech.	Discusses the issue of banning <i>Harry Potter</i> by school boards. Acknowledges campus standard of academic freedom
Develops policy recommendations after analyzing and thinking critically about the issues. F	Prepares policy brief on implications of USA Patriot Act and its effect on library borrowing practices and records.
Demonstrates understanding of intellectual property, copyright, and fair use of copyrighted material.	Properly cites political cartoon and uses a link to the cartoon rather than copying image directly in to paper, i.e., <a href="http://cagle.slate.msn.com/politicalcartoons/">cagle.slate.msn.com/politicalcartoons/</a> .
<b>Performance Indicator:</b> 2. Follows laws, regulations, institutional policies, and etiquette related to access and use of information resources.	
<b>Outcomes:</b>	<b>Examples:</b>
Participates in electronic discussions following accepted practices.	Forwards e-mail beyond the target audience only with permission of original sender.

Legally and ethically uses approved passwords/ ID for access to information resources. L	Does not share password with non-authorized users.
Complies with institutional policies on access to information resources and preserves integrity of information resources, equipment, systems and facilities.	Downloads software, music, and other material to campus computers or over the campus network only when legally allowed.
Legally obtains, stores, and disseminates text, data, images, or sounds.	Links to OYEZ multimedia resources rather than copying the downloadable audio files.
Demonstrates an understanding of what constitutes plagiarism, and does not misrepresent work attributable to others.	Paper includes works cited for all ideas and quotes used, even those from textbook.
Demonstrates an understanding of legal requirements and institutional policies related to human subjects' research.	Conducts interviews and surveys in a legal and ethical manner and receives permission from the university's human subjects' research committee.
<b>Performance Indicator:</b> 3.Acknowledges use of information sources in communication product or performance.	
<b>Outcomes:</b>	<b>Examples:</b>
Uses an appropriate political science citation method to consistently, accurately, and ethically cite sources.	Uses the <i>Chicago Manual of Style</i> or <i>APSA's Style Manual for Political Science</i> to cite the source of information presented in a paper.
Posts permission granted notices as needed for copyrighted material. L	Includes: Reproduced with permission: From The Scout Report, Copyright Internet Scout Project 1994-2005. scout.wisc.edu/.

