

Course Requirements

Orientation to College can be one of the most helpful courses that a student takes in their college career. It should help prepare them to be successful in all of their other courses as well as prepare them for life after college. However, the information taught in this course, is probably not very helpful if it is not presented in the first semester of a student's college career. In order to ensure that students receive this information at a time most beneficial to them, advisors need to be required to enroll first time students in an Orientation 101 (for those who will also be required to take WKO 101) or 105 (for all other first time students) course during their first semester at CVCC.

Textbook Information

I would like to propose that we change the required textbook for the Orientation course (101 and 105). The current textbook is extremely costly and does not offer a rental option. Also, after reviewing it, I am not sure that it focuses on the issues that we really need to cover in these courses. The proposed textbook is much more economical (the new version is less expensive than the used version of the current textbook) and will possibly be available to students for rent, reducing their costs even further. It provides more practical information for students enrolled in these courses. Finally, it offers an online instruction tool, called My Student Success Lab (refer to attachment) that can aid us in standardizing the course content for online and hybrid courses.

Current Text:

Downing, S. (2011). *On course: Strategies for creating success in college and in life*. Boston, MA: Wadsworth.

Cost: New - \$101.65

Used - \$76.25

Not available for rent

Proposed Text:

Sherfield, R., & Moody, P. (2011). *Cornerstone: Creating success through positive change*. (6th ed.). Boston: Pearson.

Cost: New \$65.35

Used: \$49.00

May become available for rent at ~ \$35.00

In addition, I propose adding a common read for all students enrolled in the Orientation 105 course and building some activities into the course content related to this reading (e.g. reflection papers, class discussion, etc.). This is a very common practice at most colleges and universities, either through a separate common read program or as a part of Orientation/First Year Experience courses. It supports the new QEP for the college and starts to expose students to critical, reflective reading.

Orientation Updates

Common Read:

Strickland, B. (2007). *Make the impossible possible: One man's crusade to inspire others to dream bigger and achieve the extraordinary*. New York: Doubleday.

Cost: Available on Amazon.com for \$4.20 (used) to \$11.20 (new)

Required Chapters/Topics

I propose that the following topics be required content in all sections of 101 and 105.

Obviously, using the text to introduce these topics as the purchase of the textbook is required is preferred, but instructors would have the flexibility to determine when these topics would be covered in the course as well as determine what activities they would like to use to deliver these messages to students.

- Chapter 1: Adjusting to College
- Chapter 2: Personal and Academic Goal Setting
- Chapter 5: Time Management
- Chapter 6: Learning Styles
- Chapter 7: Reading and Comprehension Skills
- Chapter 8: Listening and Note-taking Skills
- Chapter 9: Study and Test-Taking Skills
- Chapter 10: Money Management
- Chapter 11: Personal and Career Goals
- College-level writing and academic dishonesty

Required Presentations

Each hybrid/in class instructor should incorporate the following presentations into their syllabus. In order to ensure consistency and accuracy of information, the following individuals should present the information to students. With the exception of the IT presentation, which should occur on the first day of class, these presentation can be scheduled whenever they best fit with the instructor's course schedule and coverage of information. For completely online courses, an electronic means of communicating this information to students will need to be devised (i.e. acquiring copies of PowerPoints used by these presenters and posting to Blackboard for student review)

- IT Presentation (Pirate Mail, Blackboard, information access, etc.)– Debra Plotts/Aurelia Smith and Kelly Williams
- Library Orientation – Scheduled with Xueying Chen
- Student Conduct Code – Joy Hamm
- Understanding FERPA – Joy Hamm

Orientation Updates

- Student Resources (accessing ADA services, tutoring, labs, etc.) – Vickie Williams
- Financial Aid – Scheduled with Joan Waters
- Advising/Degree Planning/Transferring – Cynthia Floyd

Required Activities/Assignments

The following activities and assignments should be built into the course design by each instructor. These can be built into the course at whatever time the instructor deems most appropriate, but should be covered in some manner before the completion of the course. Instructors can add additional assignment and activities, but these must be included in some fashion. Instructors can create their own assignments and assign their own grade values to each of these.

- Campus Tour/Locating Resources on Campus (focus on locating online resources for distance ed students)
- Time Management Worksheets/Activities
- CRAAP Assignment (refer to attachment, linked to college-level writing discussion)
- Learning Styles Assessment/Assignment
- Money Management Worksheets/Activities
- Writing a Resume and Cover Letter
- Final Exam

In addition, for those students who are enrolled in the 105 sections, the following assignments would be required as a part of the course content.

- Research Paper (connects the idea of college-level writing and plagiarism to the rest of the course work)
- Common Reading Activities/Reflection/Discussion

Link to SACS

Student Learning Outcomes (SLOs) have been designed for the course and reviewed by Dr. Joree Jones as well as presented to Cabinet. These learning outcomes (refer to attached syllabus) will need to be listed on the syllabus and at least one assignment that addresses each SLO is required. A notation of which SLO the assignment addressed should be added to the syllabus. Work samples from students that show that these SLOs are being met will need to be kept by each instructor. In addition, each instructor will need to provide a copy of their syllabi to me prior to the first day of class each semester. Finally, a complete grade book from each course section must be maintained by the instructor.

Orientation Updates

Training of Instructors

After final approval of all curriculum changes, a call for interested instructors will be issued. Any faculty or staff members, even those that have previously taught Orientation) that wishes to teach a 101 or 105 course will be required to participate in a training session related to teaching this course. No faculty will be assigned to Orientation who have not participated in the training. After training is complete, teaching spots will be filled on a first come, first serve basis once the schedule for Orientation is built each semester.



**ORI105-A Orientation and Student Success (3 credit hours)
SUMMER SEMESTER 2013**

PREREQUISITE: None

COURSE INFORMATION:

Instructor:

Office Location:

Phone No.:

Office Hours:

E-Mail Address:

Time and Location for Class: Monday and Wednesday, 5:30-7:30 PM

COURSE DESCRIPTION: This course is designed to orient students to the college experience by providing them with the tools needed for academic and personal success. Topics include: adjusting to college, personal motivation, time management, learning styles, reading and comprehension skills, note-taking and study skills, financial management, and preparing for life after college.

STUDENT LEARNING OUTCOMES: Students will be able to . . .

SLO1: Critically evaluate print and electronic information for its currency, relevancy, authority, accuracy and purpose and apply these guidelines when including information in assignments.

SLO2: Articulate what constitutes plagiarism and avoid representing the work of others as their own.

SLO3: Locate Chattahoochee Valley resources and services necessary for their academic and personal success.

SLO4: Analyze their use of time in relation to their goals and either: 1) develop a plan to align their use of time more closely with their goals; or, 2) defend their use of time as appropriate for achieving their goals.

SLO5: Describe components of their certificate or degree program and develop a realistic plan for achieving their academic goals.

SLO6: Identify different learning styles and evaluate which learning styles are most effective for their academic success.

SLO7: Examine individual choices and relate them to their academic, personal and financial circumstances.

REQUIRED TEXTBOOKS:

Sherfield, R., & Moody, P. (2011). *Cornerstone: creating success through positive change*. (6th ed.). Boston: Pearson.

Strickland, B. (2007). *Make the Impossible Possible: One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary*. New York: Doubleday.

COURSE REQUIREMENTS: During the semester, the student will be expected to:

- 1) Attend all class meetings
- 2) Participate in class discussions
- 3) Complete all class assignments
- 4) Submit projects and/or assignments on time
- 5) Take final examination

COURSE ESSENTIAL FUNCTIONS: Students enrolled in ORI105 must be able to receive and assimilate presentations of course content, directions, and procedures in written, verbal, tactile and/or visual demonstration format as presented by the instructor. In addition, they **must** be able to respond in written, verbal, tactile and/or demonstration format to evaluation procedures as presented by the instructor with regard to course content and requirements. Students must have eye and hand coordination for entering data on a keyboard.

COURSE MEETING SCHEDULE:

Wednesday, May 22	Introduction to the Course, Review of Syllabus, IT Presentation
Monday, May 27	COLLEGE CLOSED – MEMORIAL DAY
Wednesday, May 29	Campus Tour
	Library Orientation
Monday, June 3	Chapter 1: Change
	Student Conduct Code/Understanding FERPA Presentation
Wednesday, June 5	Understanding Plagiarism /Citing Reference Sources
Wednesday, June 12	Chapter 2: Engage
	Student Resources Presentation
Monday, June 17	Chapter 5: Prioritize
Monday, June 24	Chapter 6: Learning Styles
Wednesday, June 26	Chapter 7: Read
Monday, July 1	Chapter 8: Record
Wednesday, July 3	Chapter 9: Understand
Monday, July 8	Chapter 10: Prosper
	Financial Aid Presentation
Wednesday, July 10	Chapter 11: Plan
	Advising/Degree Planning Presentation
Monday, July 15	Resumes and Cover Letters
Wednesday, July 17	Effective PowerPoint Presentations
Monday, July 22	<i>Make the Impossible Possible</i> Discussion
Wednesday, July 24	Career Plans Presentations
Monday, July 29	Career Plans Presentations
Wednesday, July 31	FINAL EXAM

ASSIGNMENTS:

Due Date	
May 29	Complete <i>My Personal Goal</i> worksheet (page 23) [SLO7]
June 3	Complete <i>Bringing Positive Change in Your Life</i> worksheet (pages 24 – 26) [SLO7]

June 5	Complete <i>Using and Evaluating Your Guiding Statement</i> worksheet (page 56) [SLO7]
June 12	Complete C.R.A.A.P. assignment [SLO1]
June 17	Complete <i>Reducing Stress in Your Everyday Life</i> worksheet (page 142) [SLO7]
June 24	Turn in <i>Daily Time Sheet</i> (pages 131-132) and <i>Common Distractions</i> (page 133) [SLO4] Complete <i>The Multiple Intelligences Survey</i> worksheet (pages 152-153) [SLO6]
June 26	Complete <i>Reading for Comprehension</i> worksheet (pages 194-196) [SLO6]
July 1	Complete <i>Listening with an Open Mind</i> (pages 221-222) [SLO6]
July 3	Complete <i>Using and Evaluating Your Guiding Statement</i> worksheet (page 250) [SLO6]
July 8	Complete <i>Improving Your Money Management Skills</i> (page 275-276) [SLO7]
July 10	Turn in <i>Tracking Your Expenditures and Spending Habits Chart</i> (page 277) [SLO7] Complete <i>Developing Skills and Knowledge to Make Wise Career Decisions</i> (pages 299-301) [SLO7]
July 17	Turn in Resume and Cover Letter [SLO5]
July 22	Turn in <i>Make the Impossible Possible</i> reflection paper [SLO2]
July 24	Turn in final paper [SLO1, SLO2] Be prepared to make PowerPoint Presentation [SLO7]
July 29	Be prepared to make PowerPoint Presentation [SLO7]

METHOD OF EVALUATION: Students will be evaluated based on the following:

Reading Quizzes	20 points	(4 quizzes – 5 points each)
Journal Entries	45 points	(9 journals – 5 points each)
Guiding Statement	5 points	
C.R.A.A.P. Assignment	25 points	
Reducing Stress	5 points	
Daily Time Sheets	10 points	
Multiple Intelligences	5 points	
Reading for Comprehension	15 points	
Listening with an Open Mind	10 points	
Using Guiding Statement	5 points	
Money Management	5 points	
Tracking Expenditures	5 points	
Wise Career Decisions	20 points	
Resume	30 points	
Cover Letter	20 points	
Reflection Paper	50 points	
Final Paper	75 points	
PowerPoint Presentation	25 points	
Final Examination	<u>50 points</u>	
TOTAL POINTS	425 points	

Grading Scale:

380 – 425	= A
335 – 379	= B
290 – 334	= C
245 – 289	= D
Below 245	= F

CVCC AND COURSE POLICIES AND PROCEDURES

ATTENDANCE: Chattahoochee Valley Community College students are expected to attend every class and laboratory session, to arrive on time and to remain for the entire session. Students are responsible for course content, assignments, assessments and applicable deadlines whether or not they are present for class meetings. Instructors are not required to review with students any material missed due to student absence nor are instructors required to notify students when their grades may be lowered because of graded student work missed.

In order to comply with federal financial aid guidelines, instructors must verify attendance at two points during the semester. The first verification occurs on the first day of class. If a student who is on the roster is absent, the student is reported as a no-show (NS). The second verification occurs at the sixty percent completion date in the semester. If a student who is on the roster has stopped attending class, the student is reported as a non-attending (NA) student. If a student is reported as either a NS or a NA the student is administratively withdrawn from the course and a "W" indicating a withdrawal is posted for the course grade.

Each instructor's attendance expectation is effective beginning with the first scheduled class meeting and continues throughout the semester. Students who do not attend the first day of class will be reported as a no-show (NS) resulting in an administrative withdrawal from the course. For online courses, students must complete the required Class-Access assignment by the deadline printed in CVCC's official Class Schedule for the term. Online students who fail to complete this assignment will be reported as a no-show (NS), resulting in an administrative withdrawal from the course. In addition, students who stop attending classes prior to the sixty percent date of the semester will be reported as a non-attending (NA) student which will result in an administrative withdrawal. For online courses, students who fail to show activity through logins and postings prior to the sixty percent date will be reported as a non-attending (NA) student which will result in an administrative withdrawal for the course. Administrative withdrawals may negatively affect eligibility for financial aid programs that require instructors to verify students' attendance.

Students who have been administratively withdrawn as a result of the no-show (NS) or non-attendance (NA) report from a course and wish to be reinstated should follow the appeal process for administrative withdrawals in the College Catalog.

Any student who misses more than **FIVE** class meetings will be administratively withdrawn from class after the sixth absence. Any student who files an appeal of such a withdrawal will be required to show third-party documentation identifying the reason for one or more of the absences. If a student is reinstated to class, he/she must show third-party documentation for all subsequent absences. (Acceptable third-party documentation would include military orders, accident reports, medical records, and subpoenas, etc.)

APPEAL PROCESS:

- A student who has been administratively withdrawn from a class because of unexcused absences related to extenuating circumstances may submit, in writing and with documentation, an appeal to the course instructor.
- The course instructor will evaluate the appeal for extenuating circumstances and will notify the student of the appeal's outcome within three working days.
- If a student is allowed to return to class, the instructor must submit to the Admissions Office a written request for the student's reinstatement, and the student must verify his/her reinstatement in the Admissions Office, be cleared by the Business Office, and show the instructor documentation that the process was completed to finalize the reinstatement and be allowed to attend class.
- If a student is not allowed to return to class, the student may file a written appeal, with documentation, to the appropriate Division Chair who will notify the student of that appeal's

outcome within three working days.

- If the matter cannot be resolved at the Division Chair level, the student may make a final documented written appeal to the Chief Academic Officer. The decision of the Chief Academic Officer is final and will be communicated to the student within three working days from the date the written appeal is received.

WITHDRAWAL POLICY: For Dates related to W, WP/WF, etc., please see the Academic Calendar for Summer 2013 on the college website.

INSTITUTIONAL POLICIES: Students are expected to review and abide by all policies and procedures as set forth in the College Catalog and Student Handbook.

CLASSROOM MANAGEMENT: No food, drinks, or use of tobacco products in the classroom. Cell phones and pagers must be turned off before entering the classroom. Students disrupting the class with a cell phone or a pager will be subject to dismissal from the class. Students disrupting the class will be asked to leave the classroom and an incident report will be filed with the Dean of Student Services.

ACADEMIC DISHONESTY: Students should recognize at the beginning of their college careers that a mature acceptance of academic responsibilities is a requisite for accomplishment in college work. Students should refer to the College Catalog and Student Handbook for information concerning college policies regarding student conduct.

Students are expected to practice academic honesty. If an instance of academic misconduct is determined by the instructor to have occurred, a student may:

1. Be required to retake an examination or resubmit an assignment;
2. Receive an "F" on the given exam or assignment; or
3. Receive an "F" for the course.

Whether or not academic misconduct occurred, and what sanctions, if any, are to be applied, are matters to be determined by the instructor. Any student who opposes the sanction imposed by the instructor may appeal the matter to the Chief Academic Officer through the grade appeal process. Such an appeal must be filed by the end of the next class day following the date on which the sanction is imposed. Students who receive classroom sanctions for academic misconduct may also be subject to disciplinary action by the Dean of Student Services if the misconduct also violates the CVCC Code of Conduct and is reported by the instructor for such disciplinary action.

POLICY ON USE OF COMPUTER RESOURCES: Chattahoochee Valley Community College makes available to its students on-campus computer resources. These computer resources are provided exclusively for educational purposes. In particular, they are made available to provide laboratory experience for approved courses, support for academic programs and course-related research.

These computers are not provided for non-educational uses such as entertainment, personal correspondence, Internet shopping, or personal financial gain. Therefore, users of CVCC-provided computers are respectfully requested not to abuse the privilege of having these computers available for their academic enrichment.

CVCC reserves the right to monitor the use of each of its on-campus computers and to take appropriate administrative and/or disciplinary action against any student who violates any of the College-imposed restrictions on the use of College-owned computers. A list of the restrictions may be found in the College Catalog and Student Handbook.

Any violation of these policies shall be reported to the Dean of Instruction and/or the Dean of Students for appropriate action.

NON-DISCRIMINATION POLICY, TITLE IX, AND AMERICANS WITH DISABILITIES ACT (ADA): It is the official policy of the Alabama Department of Postsecondary Education, including all postsecondary education institutions under control of the State Board of Education, that no person shall, on the grounds of race, color, disability, sex, religion, creed, natural origin, age, marital status or parental status, be excluded from participation in or be denied the benefits or be subjected to discrimination under any program, activity or employment.

CVCC is committed to this policy of non-discrimination and complies with the non-discrimination regulations under Title VI and Title VII of the Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Sections 503 and 504, Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.

Inquiries concerning this policy should be directed to the Office of the President, George C. Wallace Administration Building, 2602 College Drive, Phenix City, Alabama 36869, (334) 291-4981 or to the Title IX Coordinator, Ms. Susan Young, 2602 College Drive, Phenix City, Alabama 36869, (334) 291-4904.

Questions, concerns, complaints, requests for information or requests for the provision of reasonable accommodation to the persons with disabilities should be directed to CVCC's ADA Compliance Coordinator, Ms. Vickie Williams, by phone at (334) 214-4803 or in person in Wilson Hall.

BLACKBOARD: If you experience technical difficulties with Blackboard (<http://bb.cv.edu>), please read the trouble-shooting information found by clicking the Trouble-Shooting button on the course homepage. You can also email bbadmin@cv.edu. Include your name, the name of your class, and the name of your instructor. Please note that if you get locked out of an exam, you should contact your instructor.

Blackboard User Name: _____

Blackboard Password: _____

STUDENT EMAIL ACCOUNTS: The URL to the web mail server is <http://priatemail.cv.edu>. Do not place WWW before this URL address.

Gaining access for the first time:

 User ID – First initial + last name + last 4 digits of your Student ID number

 Password – Entire Student ID number

All letters are lower case. Upon logging into any CV system for the first time, please change your password as soon as possible.

STARS WEBSITE: Students can access transfer information relative to courses offered in AA and AS degree programs by logging on to the state "Articulation and General Studies Committee" Transfer Guide at: <http://stars.troy.edu>

Syllabus content is subject to change.

“The Student Orientation Series includes short booklets on specialized topics that facilitate greater student understanding.”

S.O.S. Guides help students understand what these opportunities are, how to take advantage of them, and how to learn from their peers while doing so. They include:

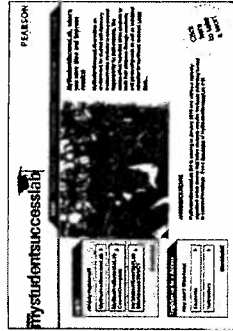
- ▶ Connolly: *Learning Communities* 0-13-232243-9
- ▶ Hoffman: *Stop Procrastination Now!* 10 Simple and SUCCESSFUL Steps for Student Success, 0-13-513056-5
- ▶ Watts: *Service Learning* 0-13-232201-0
- ▶ Jabr: *English Language Learners* 0-13-232242-0
- ▶ Lipsky: *Reading and Studying Social Sciences* 013-714137-8

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**Succeed in college and beyond!
Connect, practice, and personalize with MyStudentSuccessLab.**

www.mystudentsuccesslab.com



MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

It can accompany any Student Success text, or be sold as a stand-alone course offering. Often students try to learn material without applying the information. To become a successful learner, they must consistently apply techniques to their daily activities.

MyStudentSuccessLab provides students with opportunities to become successful learners:

Connect:

- Engage with real students through video interviews on key issues.

Practice:

- Three skill-building exercises per topic provide interactive experience and practice.

Personalize:

- Apply what is learned to your life.
- Create a personal project that will be graded and can be posted to your portfolio.
- Journal online and set short- and long-term goals.



Resources

- Tools to use: Plagiarism Guide, Dictionary, Calculators, and a Multimedia Index of interactive case studies and activities.

Text-Specific Study Plan

- Chapter Objectives provide clear expectations.
- Practice Tests for each chapter of your text assess your current understanding.
- Completion of each practice test generates a study plan that is unique to you.
- Enrichment activities identify strengths and weaknesses; provide immediate feedback, and link to additional media.
- Flashcards help you study and review.

Assessments

- Includes Career Assessment tool, Learning Styles, and Personality Styles.

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Succeed in college and beyond!

Connect, practice, and personalize with MyStudentSuccessLab.

www.mystudentsuccesslab.com

MyStudentSuccessLab is an online solution designed to help instructors engage their students in the course content, provide practice on skill development, and assess mastery. Additional resources, including sample syllabi, guide, assignments, and rubrics are included.

**MyStudentSuccessLab saves class prep time and supports implementation:
Instructor Tools/Support –**

- **Sample syllabus** – provided to ensure easy implementation.
- **Instructor's guide** - includes information that describes each activity, the skills each addresses, an estimated student time on task for each exercise, and a grading rubric for the final Apply activity.
- **Additional Assignments** - Extra suggested activities to use with each topic:
 1. General activity related to an important objective for each topic.
 2. Internet use Assignment (e.g. Google "You Tube" video on topic) to find a video on key strategies and write a critique and present it to the class.
 3. Student Resource tool usage – ie. Read and take online notes on the main points of the Understanding Plagiarism guide.

Grade To Date:	Gradebook By:	Item
	Grade	Points Possible For Course
Module 1: Time Management - Journal	**	10 pts.
Module 1: Time Management - Practice 2: Dropbox #1	**	
Module 1: Time Management - Practice 3: Essay	**	
Module 1: Time Management - Apply #1	**	30 pts.
Module 1: Time Management - Assignment: Practicing	**	
Module 1: Time Management - Assignment: Writing Plan	**	
Module 1: Time Management - Assignment: Writing Assignment	**	
Module 1: Time Management - Assignment: Procrastination	**	
Total		50 pts.

Gradebook Key

- * Items not yet graded
- ** Items not yet entered
- ## Items with Dropbox Support
- @ Extra Credit
- # Included from Course Grade
- ## View Exam Statistics
- () Grades track brackets are not shared with the student
- bold values indicate all items have not been graded
- on certain views, you can click on column titles for Quick Grade Views

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Understanding What's Important: How to Use a Syllabus to Plan Your Time Activity

Instructors: Review the attached syllabus for a psychology course.

Print, and fill out dates in October and calendar dates by clicking the appropriate days in the calendar below. When complete click the submit button to check your answers.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3
4	5	6	7	8	9
10	11	12	13	14	15
16	17	18	19	20	21
22	23	24	25	26	27
28	29	30	31		

**MyStudentSuccessLab is easy to use and assign.
Support is available in the following ways:**

- Visit www.mystudentsuccesslab.com under "Tours and Training" and "Support."
- Contact your local sales professional.
- Send an Inquiry to Student.Success@pearson.com for additional support.
- Join one of our weekly WebEx training sessions.
- Request on-campus training with a Faculty Advocate for qualified adoptions.
- Access technical support 24 hours a day, seven days a week, at <http://247pearsoned.custhelp.com>.

C.R.A.P. Test

The CRAP test is a way to evaluate a source based on the following criteria: Currency, Reliability, Authority and Purpose/Point of View. Below are some questions to help you think about how to measure each of the criteria.

Currency

- How recent is the information?
- How recently has the website been updated?
- Is it current enough for your topic?

Reliability

- What kind of information is included in the resource?
- Is content of the resource primarily opinion? Is it balanced?
- Does the creator provide references or sources for data or quotations?

Authority

- Who is the creator or author?
- What are the credentials?
- Who is the publisher or sponsor?
- Are they reputable?
- What is the publisher's interest (if any) in this information?
- Are there advertisements on the website?

Purpose/Point of View

- Is this fact or opinion? Is it biased?
- Is the creator/author trying to sell you something?

Academic Research Assignment Worksheet
ORI 101

Your name:

Topic/question on our theme you're researching, appropriate for a five-page paper in a college course:

Source #1: Non-academic source

Article Author, Title, Source and Date:

URL (or attach a copy of the article):

In one to two sentences, evaluate whether the source passes each of the five CRAAP criteria and why or why not:

Currency:

Relevancy:

Authority:

Accuracy:

Purpose:

Summary:

Is this a good source for a college-level assignment on your topic or question? Why or why not?
(Remember: You may qualify your responses by specifying the circumstances under which a source might be more appropriate than others. For instance, you might indicate that a source from the 1950s would be appropriate to evaluate how an issue has changed over time, even though it wouldn't otherwise pass the currency test.)

Source #2: Academic source

Article Author, Title, Journal and Date:

URL (or attach a copy of the article):

In one to two sentences, evaluate whether the source passes each of the five CRAAP criteria and why or why not:

Currency:

Relevancy:

Authority:

Accuracy:

Purpose:

Summary:

Is this a good source for a college-level assignment on your topic or question? Why or why not?
(Remember: You may qualify your responses by specifying the circumstances under which a source might be more appropriate than others. For instance, you might indicate that a source from the 1950s would be appropriate to evaluate how an issue has changed over time, even though it wouldn't otherwise pass the currency test.)