



Lake Sumter
State College

INCLUSIVE WEBSITE EXPERIENCE

Lake-Sumter State College is committed to ensuring that all students and visitors, including persons with disabilities, are able to access and use all of our services, programs and activities. We recognize that many individuals are increasingly using our website to access information and obtain services.

We understand that website users who have disabilities may use the website with the assistance of technology, including screen readers, captioning, transcripts, and other auxiliary aids and services. We are committed to providing all website users with information about our services and alternative ways we can offer these services.

Lake-Sumter State College is committed to making our websites accessible to all audiences. We are continually seeking solutions to improve LSSC.edu. Our website offers a wide range of information, and we recognize that for users with disabilities, some material on our site may pose challenges. If there are changes we can make to our website to make it easier to use, or if you encounter material or services that you cannot access, please let us know. Your feedback helps us to identify areas where we can improve.

We strive to ensure that our website will comply with Web Content Accessibility Guidelines (WCAG) put forth by the World Wide Web Consortium (W3C), but recognize that alternatives to using the website should be available in the event that a user with a disability encounters a problem using our website.

If you are unable to access information or documents posted on this website, please send us an email at websupport@lssc.edu with as much of the following information as possible:

- Your name
- Your phone number
- Your email address
- The date and time you encountered the problem
- The web page or address where the problem occurred
- What occurred or what you were unable to do
- Any error messages you received.

Planning Checklist: Research Assignments

It is important to collaborate with librarians and have a list of resources ready to guide students successfully through the research process. Applying this checklist can help you in the planning process, save you time, and help your students succeed.

ASSIGNMENT REQUIREMENTS

General Assignment Considerations

___ Relate assignment(s) to some aspect of the QEP IL Rubric

Encouraging Time Management

___ For large assignments, scaffold assignment activities to build upon each QEP SLOs culminating in the final project.

Type of Assignment

___ Consider experimenting with shorter, less-complex essays or projects instead of a term paper (article summaries, analytical reports, annotated bibliographies, etc.), and specify the number and types of sources required.

___ Consider the purpose of the assignment, which SLOs are you aiming for and what is needed to reach those outcomes?

Modeling and Grading

___ Provide models of exemplary research projects.

___ Provide the IL rubric so instructor expectations are understood.

Involve a librarian in the design and research guidance phases

___ Confirm that published research exists to support the research assignment and required textbook and recommended sources are available at the LSSC Libraries

___ Require each student to research a different topic to ensure the library offers enough resources.

___ Suggest sources that align with students' levels (reading ability, knowledge of subject matter, and search skills).

___ Set reasonable expectations about the use of print versus online sources.

(Sometimes, the most recent information is no longer available in print, e.g. many government publications are now only online).

RESEARCH GUIDANCE Provide the LSSC Library link:

<https://www.lssc.edu/library>

Getting Started (General Knowledge/Research Process and Questions)

___ Understand the Research Process (e.g. [LSSC Research Starters page](#); [Library Instruction: Information Literacy Competencies](#); [ACRL Information Literacy Standards](#); [ACRL Framework for Information Literacy for Higher Education](#))

___ Define research assignment terminology so that it does not create ambiguity (e.g., handouts stating that students cannot use the Internet, yet they must locate articles in the library's online subscription databases).

IDENTIFY (Defining the Information Need)

Objective: Students will understand the extent of information needed.

___ Direct students where to find a variety of resources including digital (library databases, catalog, blogs, wikis, websites, etc.).

___ Recommend and require specific sources, such as library databases, reference materials, scholarly sources, etc.

___ Permit students to change their topics based on the reality of their research experience.

___ Define the scope and purpose of the different types of sources so students can make good decisions about what they need based on assignment instructions, instructor recommendations, and topic considerations.

___ Review search strategies with your students (Boolean operators, full-text, scholarly limiters, advanced searching, subject searching, and peer-reviewed articles).

EVALUATE (Evaluating Information)

Objective: Students will be able to examine information sources critically.

___ Require appropriate authority, bias, content, and currency of a source (use evaluation guides such as the [ABC's of Evaluation](#)).

USE (Use Information)

Objective: Students will be able to use information effectively.

___ Require students to understand the types of information sources available to get an overview and/or definition for a topic. (using library catalog, databases, etc.).

CITE (Citing Information)

Objective: Students will be able to use information ethically.

___ Inform students of how to avoid plagiarism (e.g. Purdue's Online Writing Lab: [Preventing Plagiarism](#) or LSSC Library's guide: [Plagiarism](#))

___ Address note-taking, paraphrasing, summarizing, and ethical scholarship.

___ Provide citation guidance: [Citing Your Sources](#) (LSSC Citation Center).

___ Include [tutorials](#) for learning a search tool, citing a resource, and more.

SUPPORT

- ___ Include links and contact information for Librarian(s), Tech Support, and Tutoring services in addition to your own contact information.
- ___ Invite your college librarian to class (shows students that even you are asking the librarian for assistance).
- ___ Connect students to their college library: [LSSC Libraries](#).
- ___ Connect students to guides such as [Choosing a Topic](#), [Fighting Fake News](#) and [Research Help](#).
- ___ Demonstrate support services in class, such as [Ask A Librarian](#)
- ___ Add links in Canvas course to widgets, Libguides, and more.
- ___ Collaborate with a Librarian to discuss creating a Course Libguide with specific training and education for the specific assignment.