



St. Philip's College Student Engagement Scholarship Application Form

St. Philip's College is looking for excellent students who want challenging and rewarding extracurricular experiences while pursuing their college course work.

If you are interested in getting involved with a special initiative, meeting other students, and developing a network of professional contacts, then the Student Engagement (SEG) Scholarship may give you the financial support you need to have free time to pursue an extracurricular experience.

The SEG Scholarship will be available to full-time or part-time students who have a GPA of 2.5 or higher and who are able to show a commitment to the special initiative funded by the Student Engagement Grant (SEG).

This scholarship amount will be determined at the time of the award.

The colleges of the Alamo Community College District are equal opportunity colleges. Students are admitted without regard to race, nationality, color, creed, religion, sex or disability. The colleges also comply with Title IX of the Education Amendments of 1972.

<p style="text-align: center;">St. Philip's College Student Engagement Scholarship Application Form</p>
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HOW TO APPLY FOR THE STUDENT ENGAGEMENT SCHOLARSHIP

Applicants Must:

Complete the Scholarship Application and return to the Project Initiative Director,

Return to: Any Librarian at the library reference desk.

The Scholarship Application includes the following.

1. A completed Scholarship Application.
2. Compose a 500 word typed essay outlining your career plans, commitment to completing your college degree, and commitment to the project initiative.
3. Provide SPC transcripts that show all grades that apply to your degree.
4. Submit a Recommendation form from at least 2 persons, such as a supervisor or other person able to comment on your professional performance. **(No relatives or classmates please.)**
5. Participate in an interview with Project Initiative Director and/or designee.

You must also:

1. Be enrolled at St. Philip's College during the semester in which you apply.
2. Have an over-all GPA of 2.5.

St. Philip's College
Student Engagement Scholarship
Application Form

(Please print or type)

Name _____
Last First Middle

Social Security Number _____ Date of Birth _____

Address _____
Street City State Zip

Telephone: Day (___) _____ Evening (___) _____

Semester for which scholarship will be used: _____

Currently attending? yes no Hours Completed: _____ Grade Point Avg. _____

Degree sought _____ Major _____ Expected Graduation Date _____

Clubs and Activities:

Awards and Honors:

Recent Work Experience:

CERTIFICATION:

All of the information on this form is true and complete to the best of my knowledge. I hereby give permission to the Alamo Community College District (ACCD) to share this information for the purpose of news media releases and/or possible employment.

Signature: _____

Date: _____

**Attach additional sheets if necessary.*

**St. Philip's College
Student Engagement Scholarship
Recommendation Form**

RECOMMENDATION FORM

Applicant's Name _____ S.S.# _____
Last First M.I.

Home Address _____
Number & Street City State Zip

Home Phone (_____) _____ Reference Name _____

APPLICANT INSTRUCTIONS: Please fill in the information requested above and sign the appropriate statement option before you submit it to your reference. Please consider using a guidance counselor, an employer, a clergy member, or other non-family member for a reference.

Note that Pursuant to the Family Education and Privacy Act of 1974, the following options are open to you. Please sign one of the following statements before asking your reference to complete this form.

Option I - I waive the right to see this evaluation form after it is completed.

Applicant's Signature _____

Parent's Signature _____
(Required for applicants under age 18)

Option 11 - I reserve the right to see this evaluation form after it is completed.

Applicant's Signature _____

Parent's Signature _____
(Required for applicants under age 18)

RECOMMENDER INSTRUCTIONS: Please complete **side two** of this form only after the student has signed the appropriate option. Please attach any additional information you wish to be considered.

RETURN TO THE STUDENT APPLICANT in a sealed envelope.

Student will be responsible for attaching and submitting sealed Recommendation Form with application. Please complete your recommendation form and return it to the student applicant in a time frame to meet deadlines listed below.

EVALUATION

Evaluate the student by checking the appropriate columns for each trait listed.

	POOR	AVERAGE	GOOD	EXCELLENT	UNKNOWN
Inquisitiveness					
Motivation					
Perseverance					
Creativity					
Cooperativeness					
Responsibility					
Honesty					
Leadership					
Emotional Stability					
Common Sense					
Adaptability					
Academic Achievement					

Describe briefly the kind and quality of the applicant's work. In your estimation, what does the applicant's work reveal about him or her?

What major strengths or weaknesses have you noted in the applicant?

What other insights do you wish to convey about the applicant?

My relation to the applicant is:

 Signature Occupation Referen

Address: _____

Telephone: (Day) _____ (Evening) _____

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Addendum: Information Literacy Program Scholarship

DEADLINE: June 15, 2009

DESCRIPTION

This scholarship is available to full-time or part-time SPC students with a GPA of 2.5 or higher. Selected recipients of the scholarship will enroll in and complete a non-credit online course, Information Literacy and Research Methods, which will be taught during the Fall 2009 semester. The course aims to teach effective information literacy and research skills to students that are enrolled in credit-bearing courses. Selected recipients of the scholarship must successfully complete the course to receive the award. A total of 15 scholarships are available for the fall semester.

WHAT ARE SCHOLARSHIP RECIPIENTS REQUIRED TO DO?

Scholarship recipients are expected to **successfully complete** the Information Literacy and Research Strategies course. This course, developed and taught by St. Philip's College librarians, will be conducted entirely online except for a face-to-face orientation session held at the beginning of the semester.

In order to **successfully complete** this online course, students must regularly attend and participate in the course. Students will demonstrate attendance and participation by completing readings, posting to discussion forums, responding to fellow students' postings, and completing assignments or quizzes for each module of the course. Students will also need to complete a final assignment at the end of the course. In general, students should expect to spend about 2 to 3 hours per week on the course. For more information, please see the syllabus for the course attached to this application packet.

WHAT ARE THE BENEFITS OF PARTICIPATING IN THIS COURSE?

The skills and strategies that you will learn during this course will help you in the classes you take now and in the future, as well as in your personal life-long learning. The course modules cover topics such as how to select the best resources for your needs, how to search for books and articles, how to search better on the Web, how to evaluate information to know it is "good," and how to cite your sources. At the end of this course you will be able to:

- differentiate information resources, information timelines, and information uses.
- construct effective search strategies to find appropriate information to solve information needs.
- compile information sources for a given topic that are legitimate, authoritative, and relevant.
- describe and demonstrate the ethical use of information through proper citation.

For more information on the content covered in this course, please see the syllabus for the course attached to this application packet.

ADDITIONAL SCHOLARSHIP REQUIREMENTS

In addition to the requirements outlined in the Student Engagement Scholarship Application Form, all applicants must also meet the following requirements:

Computer Literacy: You need to have computer literacy skills equivalent to those you would have learned in ITSC 1301 or COSC 1301. If you have not taken either of these courses or their equivalents, please make sure you have the following computer skills:

- You must be able to send and receive email.
- You must be able to create, open, and save documents using Microsoft Word.
- You must be able to attach and send documents through email and receive and download documents through email.
- You must have some experience browsing and searching the Internet.

Academic Preparedness: You must be enrolled in credit-bearing courses (i.e. courses numbered 1301 or above) at St. Philip's College during the semester for which you apply.

Orientation: You must attend an orientation session at the beginning of the semester. This orientation session will acquaint you with the expectations of the course, how to access the course, navigate in Blackboard Vista, and let you meet the awesome librarians who will be your instructors! Reasonable accommodations will be made for students who are unable to attend the orientation (distance education students, conflict with another scheduled class, etc.).

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OTHER SCHOLARSHIP INFORMATION

Please keep in mind that the scholarship will be awarded to students *at the end of the semester in which they complete the course*. Students will still need to ensure that the full cost of tuition is covered for the semester and will be reimbursed for the amount of the award after having completed the course successfully.

In the event that the number of eligible applicants exceeds the number of available scholarships, applicants may be put on a waiting list to potentially be selected for the spring semester. All applicants will be notified of whether or not they have been chosen for this scholarship, so please provide accurate contact information on your application form. Also, interviews will be conducted this summer, so please be sure that you are checking your email and phone messages.

QUESTIONS?

If you have any questions about the scholarship, please contact:

Kelli Wilder, Librarian
210-486-2197
kwilder6@mail.accd.edu

OR

Kimbel May, Librarian
210-486-2198
kmay15@mail.accd.edu

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Addendum: Information Literacy Program Scholarship

CERTIFICATION: Read the attached information on the Information Literacy Scholarship Program. Sign the certification statement below and submit this page with your other Student Engagement Application materials.

I, _____, certify that I have read and understand the requirements
(print name)

and expectations stated in the Addendum for the Information Literacy Program Scholarship. I understand that if I am unable to meet these requirements and expectations, I will not be eligible for this scholarship.

Signature: _____ **Date:** _____

Page 2 of 2

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The College is dedicated to providing you ample opportunity for you to learn, practice, and master the skills and knowledge you need to succeed.

DEPARTMENT SYLLABUS

Department: LRC

Campus:MLK

Building:Online **Room:** Blackboard.

<http://www.accd.edu/spc/admin/lrc/default.aspx>
(210) 486-2330

Information Literacy & Research Strategies 1301

This syllabus is subject to changes. The final syllabus will be available in the Blackboard Course.

COURSE DESCRIPTION

This course is designed to enhance student's knowledge and awareness of information literacy and critical thinking skills. Emphasis will be placed on defining, accessing, evaluating, managing and integrating information.

COURSE PREREQUISITES

Computer literacy: (ITSC1306, COSC1301 or equivalent).

Academic preparedness: Must be enrolled in for-credit courses.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, you should be able to demonstrate the following:

1. Discuss the nature, use, organization and societal context of information
2. Identify appropriate research tools
3. Find relevant information
4. Evaluate the legitimacy, quality and usefulness of information
5. Organize, synthesize, cite and communicate information
6. Use information and information technologies responsibly and ethically
7. Apply research skills appropriately

COURSE OBJECTIVES

During this course you will be engaged in addressing the following course objectives:

1. Students will differentiate information resources, information timelines, and information uses.
2. Students will construct effective search strategies to find appropriate information to solve information needs.
3. Students will compile information sources for a given topic that are legitimate, authoritative, and relevant.
4. Students will describe and demonstrate the ethical use of information through proper citation.

TEXTBOOKS AND REQUIRED MATERIALS

Article readings assigned periodically and made available online.

Access to Blackboard compatible computer with Internet access.

PERFORMANCE MEASUREMENTS

STUDENT RESPONSIBILITIES

A. Plagiarism

In conjunction with **The Student Code of Conduct**, "scholastic dishonesty involving, but not limited to, cheating on a test, plagiarism and collusion" are a violation and will not be tolerated. Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty.

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Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion. For additional information, refer to the “Student Code of Conduct” in the St. Philip’s College Student Handbook.

B. ADA Statement for Students Requiring Special Accommodations

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if special accommodations are needed by any St. Philip’s College student, please contact the office of Educational Support Services, at (210) 486-2020, located in the Norris Technical Building, Room 106

C. Attendance and class participation

Regular attendance and participation are a requirement in this online course. Attendance means the student will participate in discussions and interactive WEB based aspects of this course. Students must log in to the course often to avoid getting loss in the course. You should expect to spend 3-4 hours per week on this course to be successful. Weekly participation points are awarded based on the substance of your posts. **Students may be dropped the first week and/or if you miss a total of two weeks logging into this course.** Your participation is based on what you contribute to the postings. When a student participates in this online course it is evidenced by posting a message to each module discussion board and posting 2 responses to other students’ postings. Posting discussion responses could be:

- A response to an instructor posted learning activity (thread).
- Questions that you have or comments about weekly materials.
- Discussions about article readings or relevant items in the news

Discussions and Substantive messages are those that further class discussions by providing insight about course readings and examples from professional experiences. Discussion Postings should demonstrate that you are thinking reflectively about course materials. All students must be involved in the discussions by responding to comments made by other students or the instructor. The discussion goal for the class is cooperative, not combative. Postings should be succinct which means not a lot of fluff.

Rubric for Weekly Reflections Criteria	2 Points	1 Point	0 Points
Development of ideas	Well-developed ideas; Introduces new ideas; Stimulates discussion.	Developing ideas; Sometimes stimulates discussion.	Did not enter the discussion.
Evidence of critical thinking.	Clear evidence of critical thinking (application, analysis, synthesis, and evaluation); Demonstrates clarity of insight into theoretical issues, originality of treatment, relevance, and/or unusual insight/flashes of excellence; arguments well supported.	Some evidence of critical thinking (missing 2 or more elements of critical thinking); address peripheral issues related to the discussion; comments could be improved with more analysis and creative thought; reciting facts with no depth of insight.	Did not enter the discussion.
Response to instructor and other students.	Interacts at least 2-3 times per week with instructor and/or classmates.	Interacts at least once with the instructor and/or classmates.	Did not enter the discussion.
Number of postings	2 or more messages were posted within 2 days of the prompt.	1 message was posted within 2 days of the prompt.	Did not enter the discussion.

Here are some things to keep in mind when expressing opinions or observations.

Is your posting in depth and supported by more than personal opinion? If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings in a related example or

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experience. Make connections between the current discussion and previous discussions, a personal experience, or concepts from the readings. Comment on, or ask for clarification of another student's statement. Synthesize other students' responses. Post a substantive question aimed at furthering the group's understanding.

Online Communication: Use good "netiquette"

- Use proper etiquette. For example, please do not use all capital letters. It makes it hard to read, and then it comes across as though you were shouting.
- Be polite and respectful. Remember you are communicating with another human being(s) who have feelings. Remember being pleasant and using good manners produces positive results.
- Be tolerant of the views of others. Remember, respect is evidenced by what is said (words) and how it is said (tone).
- When responding to another individual, just respond to ideas posed and do not attack the person who posed them.
- Check the discussion frequently and respond appropriately and on subject.
- Proofread what you post. Check your spelling and grammar.
- Be professional and careful with your online interaction.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy one.
- It is considered extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). However, just be careful when using humor or sarcasm because the individual may misunderstand and get his/her feeling hurt; in addition to being offensive to others.
- Think before posting. Do you want to share it with the world?

Contacting the instructor

You are welcome to contact me in person, by phone, email or through the chat application in Blackboard. I make every effort to return calls and emails within 24 hours. However, please keep in mind that I may not be available to answer email during weekends or holidays. You can also use the different forums available in blackboard to ask questions. Instructor contact information below:

Kelli Wilder
SLC RM 331 (in the library)
Office phone: 210-486-2197
Mobile phone (emergencies only, please): 210-378-3324
Email: kwilder6@mail.accd.edu

Course Organization

The course is organized in 6 modules that include readings, assignments, search exercises, and quizzes. **Assignments must be turned in by 11:59 pm of the due date. With the exception of extraordinary circumstances (life changing events or illnesses), work submitted after the deadline will not be accepted.**

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Date Due	Module/Lessons	Activities/Assignments
TBA	Introduction: Welcome from the faculty	Read Syllabus and Getting Started Email syllabus verification statement to instructor Post introduction to discussion forum Complete Pre-test
TBA	Module 1: About Information & Identifying Resources: <ul style="list-style-type: none"> • Discovering the information need • Information resources & the information timeline • Selecting resources 	Read /work through Module 1 and assigned readings Post reflections and comments to discussion forums Complete module quiz Submit assignments as a Word document and upload it to the assignment boards as an attachment
TBA	Module 2: Searching OPACS Effectively <ul style="list-style-type: none"> • Author, subject, title, and keyword searches • LC classification • Finding Materials 	Read /work through Module 2 and assigned readings Post reflections and comments to discussion forums Complete module quiz Submit assignments as a Word document and upload it to the assignment boards as an attachment
TBA	Module 3: Selecting Databases & Beginning Searching <ul style="list-style-type: none"> • General & subject specific databases • Citation only vs. full-text databases • The right database for the information need • Basic keyword searches • Record management (saving, emailing, printing) 	Read /work through Module 3 and assigned readings Post reflections and comments to discussion forums Complete module quiz Submit assignments as a Word document and upload it to the assignment boards as an attachment
TBA	Module 4: Databases Continued: Developing better search strategies. <ul style="list-style-type: none"> • Broadening searches • Refining searches • Basic Boolean (AND, OR, NOT) • Using Thesauri • Browsing 	Read /work through Module 4 and assigned readings Post reflections and comments to discussion forums Complete module quiz Submit assignments as a Word document and upload it to the assignment boards as an attachment
TBA	Module 5: Evaluating Information <ul style="list-style-type: none"> • Characteristics of scholarly journals • Characteristics of popular journals • Evaluating information found on the web 	Read /work through Module 5 and assigned readings Post reflections and comments to discussion forums Complete module quiz Submit assignments as a Word document and upload it to the assignment boards as an attachment
TBA	Module 6: Ethical Use of Information <ul style="list-style-type: none"> • Avoiding plagiarism • Citing sources • Citation styles • Finding help with citations 	Read /work through Module 6 and assigned readings Post reflections and comments to discussion forums Complete module quiz Final: Annotated Bibliography: Submit as a Word document and upload it to the assignment boards as an attachment

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PERFORMANCE MEASUREMENTS

There will be unit quizzes and assignments to demonstrate knowledge gained from information covered in the modules and a Final Exam consisting of an annotated bibliography of resources for an information need.

The student's final grade will be determined by the following formula

Participation	30%
Module assignments & Quizzes	30%
Final Annotated Bibliography	40%

Final grade scale:

- A 100 - 90 points
- B 80 - 89 points
- C 70 - 79 points
- D 60 - 69 points
- F 59 and below

Please copy and paste this statement into an email and send it to your instructor during the first week of class.

Information Literacy 1301- Verification Statement

After reading the above policy and course statements, please sign the following verification statement indicating your understanding. If you have a question or need clarification of any statement, please see me prior to signing this form. This signed form will be placed in your permanent file.

Verification Statement

I, (Please Print) _____, have read and clearly understand the following course policies and statements. I have received a copy of these policies (course syllabus) and understand my responsibility regarding them.

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