The Blueprint
Hip Hop Information Literacy

"If knowledge is key then show me the lock."
— A Tribe Called Quest
#ATCQ

The Educational & Cultural Aesthetics for Academic Success through Hip Hop Information Literacy

- **Lincoln University Mission**

  Lincoln University of Missouri is a historically black, 1890 land-grant, public, comprehensive institution that provides excellent educational opportunities including theoretical and applied learning experiences to a diverse population within a nurturing, student-centered environment.

- **Inman E. Page Library Mission**

  Inman E. Page Library serves as the primary educational resource center of Lincoln University, supporting the curricula and research needs of the institution through the development of pertinent library collections and the provision of services designed to facilitate access to information.

- **Statement of Purpose**

  The LU-Blueprint Hip Information Literacy Curriculum is a blueprint created to help facilitate a collaborative partnership between faculty and students at Lincoln University, by providing the necessary research tools for a scholarly academic writing career.

The Framework for (Hip Hop) Information Literacy

"Hip hop is unique in that it is one of the few facets of popular culture that regularly confronts issues of race, class, authenticity, and authority head on and without apology." --Craig Arthur, Instruction Librarian at Radford University

(Hip Hop) Information Literacy Methodology

Information Literacy is comprised of a group of knowledge practices that are necessary for students in an academic setting to be cognizant of how to find, retrieve, evaluate, apply, and acknowledge information. Inman E. Page recognizes the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education as its core concepts for literacy and research, implemented with flexible options by adhering to large ways of understanding or practicing within a discipline as well as utilizing the arts (Hip Hop) as a secondary concept to introduce information literacy in an academic setting. The Hip Hop Information Literacy Blueprint is the university library educational research concept for the novice, intermediate, and skilled learner. The University body is encouraged to follow and utilize the information literacy practices set forth by the Hip Hop Information Literacy Blueprint as it pertains to critically thinking, research, writing, and citing information.

[View ACRL's Framework for Information Literacy](#)

Information Literacy Blueprint Framework

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

From ACRL's Framework for Information Literacy for Higher Education:

This guide was provided by: ACRL Board. (2015, February 2). Framework for Information Literacy for Higher Education. Retrieved May 26, 2015, from http://www.ala.org/acrl/standards/ilframework

Frames

These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in

that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).
- Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.
- Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard". Even in those situations, some scholars would challenge the authority of those sources.
- Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.
- Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice.
- Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

Dispositions

Learners who are developing their information literate abilities do the following:

- Develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews

- Are conscious that maintaining these attitudes and actions requires frequent self-evaluation

Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

The information creation process could result in a range of information formats and modes of delivery, so experts look beyond format when selecting resources to use. The unique capabilities and constraints of each creation process as well as the specific information need determine how the product is used. Experts recognize that information creations are valued differently in different contexts, such as academia or the workplace. Elements that affect or reflect on the creation, such as a pre- or post-publication editing or reviewing process, may be indicators of quality. The dynamic nature of information creation and dissemination requires ongoing attention to understand evolving creation processes. Recognizing the nature of information creation, experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Articulate the capabilities and constraints of information developed through various creation processes
- Assess the fit between an information product's creation process and a particular information need
- Articulate the traditional and emerging processes of information creation and dissemination in a particular discipline
- Recognize that information may be perceived differently based on the format in which it is packaged
- Recognize the implications of information formats that contain static or dynamic information
- Monitor the value that is placed upon different types of information products in varying contexts
- Transfer knowledge of capabilities and constraints to new types of information products
- Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys

Dispositions

Learners who are developing their information literate abilities do the following:

- Are inclined to seek out characteristics of information products that indicate the underlying creation process
- Value the process of matching an information need with an appropriate product
- Accept that the creation of information may begin initially through communicating in a range of formats or modes

- Accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes
- Resist the tendency to equate format with the underlying creation process
- Understand that different methods of information dissemination with different purposes are available for their use

Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

The value of information is manifested in various contexts, including publishing practices, information access, the commodification of personal information, and intellectual property laws. The novice learner may struggle to understand the diverse values of information in an environment where "free" information and related services are plentiful and the concept of intellectual property is first encountered through rules of citation or warnings about plagiarism and copyright law. As creators and users of information, experts understand their rights and responsibilities when participating in a community of scholarship. Experts understand that value may be wielded by powerful interests in ways that marginalize certain voices. However, value may be leveraged by individuals and organizations to effect change and may be leveraged for civic, economic, social, or personal gains. Experts also understand the individual is responsible for making deliberate and informed choices about when to comply with and when to contest current legal and socioeconomic practices concerning the value of information.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Give credit to the original ideas of others through proper attribution and citation
- Understand that intellectual property is a legal and social construct that varies by culture
- Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain
- Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information
- Recognize issues of access or lack of access to information sources
- Decide where and how their information is published
- Understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online
- Make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information

Dispositions

Learners who are developing their information literate abilities do the following:

- Respect the original ideas of others
- Value the skills, time, and effort needed to produce knowledge
- See themselves as contributors to the information marketplace rather than only consumers of it

- Are inclined to examine their own information privilege

Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Experts see inquiry as a process that focuses on problems or questions in a discipline or between open or unresolved disciplines. Experts recognize the collaborative effort within a discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge. This process of inquiry extends beyond the academic world to the community at large, and the process of inquiry may focus upon personal, professional, or societal needs. The spectrum of inquiry ranges from asking simple questions that depend upon basic recapitulation of knowledge to increasingly sophisticated abilities to refine research questions, use more advanced research methods, and explore more diverse disciplinary perspectives. Novice learners acquire strategic perspectives on inquiry and a greater repertoire of investigative methods.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
- Determine an appropriate scope of investigation
- Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
- Use various research methods, based on need, circumstance, and type of inquiry
- Monitor gathered information and assess for gaps or weaknesses
- Organize information in meaningful ways
- Synthesize ideas gathered from multiple sources
- Draw reasonable conclusions based on the analysis and interpretation of information

Dispositions

Learners who are developing their information literate abilities do the following:

- Consider research as open-ended exploration and engagement with information
- Appreciate that a question may appear to be simple but still disruptive and important to research
- Value intellectual curiosity in developing questions and learning new investigative methods
- Maintain an open mind and a critical stance
- Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
- Seek multiple perspectives during information gathering and assessment
- Seek appropriate help when needed
- Follow ethical and legal guidelines in gathering and using information
- Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Research in scholarly and professional fields is a discursive practice in which ideas are formulated, debated, and weighed against one another over an extended time. Instead of seeking discrete answers to complex problems, experts understand that a given issue may be characterized by several competing perspectives as part of an ongoing conversation in which information users and creators come together and negotiate meaning. Experts understand that, though some topics have established answers through this process, a query may have more than one uncontested answer. Experts are, therefore, inclined to seek out many perspectives, not merely the ones with which they are familiar. These perspectives might be in their own discipline or profession or may be in other fields. Even though novice learners and experts at all levels can take part in the conversation, established power and authority structures may influence their ability to participate and can privilege certain voices and information. Developing familiarity with the sources of evidence, methods, and modes of discourse in the field assists novice learners to enter the conversation. New forms of scholarly and research conversations provide more avenues in which a wide variety of individuals may have a voice in the conversation. Providing attribution to relevant previous research is also an obligation of participation in the conversation. It enables the conversation to move forward and strengthens one's voice in the conversation.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Cite the contributing work of others in their own information production
- Contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session
- Identify barriers to entering scholarly conversation via various venues
- Critically evaluate contributions made by others in participatory information environments
- Identify the contribution particular articles, books, and other scholarly pieces make to disciplinary knowledge
- Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline
- Recognize that a given scholarly work may not represent the only or even the majority perspective on the issue

Dispositions

Learners who are developing their information literate abilities do the following:

- Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
- Seek out conversations taking place in their research area
- See themselves as contributors to scholarship rather than only consumers of it
- Recognize that scholarly conversations take place in various venues

- Suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- Understand the responsibility that comes with entering the conversation through participatory channels
- Value user-generated content and evaluate contributions made by others
- Recognize that systems privilege authorities and that not having a fluency in the language and process of a discipline disempowers their ability to participate and engage

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies possible relevant sources and the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the searcher's cognitive, affective, and social dimensions. Novice learners may search a limited set of resources, and experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies; experts select from various search strategies, depending on the sources, scope, and context of the information need.

Knowledge Practices

Learners who are developing their information literate abilities do the following:

- Determine the initial scope of the task required to meet their information needs
- Identify interested parties, such as scholars, organizations, governments, and industries, which might produce information about a topic and determine how to access that information
- Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching
- Match information needs and search strategies to search tools
- Design and refine needs and search strategies, based on search results
- Understand how information systems (i.e., collections of recorded information) are organized to access relevant information
- Use different searching language types (e.g., controlled vocabulary, keywords, natural language)
- Manage searching processes and results

Dispositions

Learners who are developing their information literate abilities do the following:

- Exhibit mental flexibility and creativity
- Understand that first attempts at searching do not always produce adequate results
- Realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- Seek guidance from experts, such as librarians, researchers, and professionals

- Recognize the value of browsing and other serendipitous methods of information gathering
- Persist in the face of search challenges, and know when enough information completes the information task

Information Literacy Blueprint Assessments

Students will be required to take a Information Literacy Pre-Survey at the beginning of the semester and a Information Literacy Post-Survey. All data will be examined, organized, and stored within a digital platform for university scholarly research and statistics.

The Hip Hop Information Literacy Blueprint Skills for Academic Success

(Hip Hop) Information Literacy

Students will be required to use all five different components of information literacy,in each section of the course they will: Identify, Find, Evaluate, Apply, and Acknowledge.

- **Page Library Citation Drills:**
  1st 8 Weeks | MLA Assignments + Interactive Tutorials + Bi-Weekly Quizzes
  2nd 8 Weeks | APA Assignments + Interactive Tutorials + Bi-Weekly Quizzes

Reading & Writing

Students will use one book for the duration of the class, divided up in to bi-weekly chapters. Students will read one article per course section and will write six different types of essays to accompany the article-readings. Each essay should be at least 500 words (unless instructed otherwise). They will also be required to write a weekly journal about challenges with their research, writing, and thoughts about the material being taught in the course with regard to hip-hop during. Students will be required to attend two writing sessions with the tutoring center or library research writing academy during the 16 week course period. It is the student's responsibility to complete this task in the course.

Library & Research

Students will become familiarized with Page Library online and on campus. Students will learn how to use databases for research papers, and are required to take a tour of the library and will have the opportunity to learn about resources that are available to them for their academic career. In addition, students are required to have a copy of each citation standard guide for this course and will be assigned readings from these texts to help with the research process. Students will also have the opportunity to learn about four libraries: Missouri River Regional Library, The Historical Society Special Library, the MIssouri State Library, and the Rose M. Nolen Black History Library through materials provided by instructors.

Technology & Creativity

Students will be required to create an online portfolio of their work online by designing and uploading the contents to www.wordpress.com. Tutorials will be provided and a free Wordpress Workshop will be available to students during the fall and spring semester. Students will have two weeks to finalize their portfolios for their final project. Students will also be required to keep a weekly journal - writing about their experiences in the course, their thoughts about researching, and any other things that might interest them within the course. Students will be required to write at least 300 words for each entry.

Information Literacy Think-Tank

Students will utilize the skills they have learned to master and think critically within a group setting alongside their peers. They will have the opportunity to engage, interact, and discuss their thoughts about different subjects taught in the class as well as their experience with becoming intermediate information gurus. The library will be their physical source for space for discussions.

The Cultural Hip-Hop Experience through Information Literacy
History of Hip Hop and Elements of the Art Form

DJing:

(The Controller; The Beat)
The art of spinning records at a dance party, picking out songs in a crowd-pleasing sequence. Also the art of touching and moving records with your hands. Cutting (using volume control to drop in a section of music from one turntable into music from another turntable) and scratching (the sound a DJ makes by putting his hand on the record and rubbing the vinyl under the needle in time with the music) are two popular DJing techniques.

Breakdancing:

(The Movement Exercise; The Expression of Culture)
A style of dancing that includes gymnastic moves, head spins, and backspins. Young people who were into dancing to the breaks at Bronx parties started calling themselves B-boys and B-girls, and their style of dancing came to be known as breakdancing. B-boys, B-girls, and members of the Zulu Nation made breakdancing popular.

Graffiti:

(The Writing; The Language)
Visual art, an expression of youth culture and rebellion in public spaces. The first forms of subway graffiti were tags, or signatures of someone's nickname or crew (group of artists that work together). It has evolved into elaborate scripts, color effects, and shading.

MCing:

(The Griot; The Lyrical Storyteller)
MC are initials for "master of ceremonies." MCs originally hosted parties and introduced tracks to the dancing audience. Eventually the term was used to describe rappers. Rapping is the art of saying rhymes to the beat of music. It comes out of the African-American oral tradition of using rhyming language to ridicule your friends or enemies in a clever way. In the early 1970s, this developed into street jive, a type of half-spoken, half-sung urban street talk. Rapping also has roots in Jamaican toasting, a type of lyrical chanting.

What is Hip Hop Culture?

"Most of my heroes don't appear on no stamps" — Chuck D

Too many people are unclear as to what Hip Hop Culture really is and tend to use the term frivolously. Hip Hop Culture is commonly recognized by its main elements: Graffiti, Djing, Breakdancing (B-boying), Mcing (Rapping) and Beatboxing. However, these elements are simply forms of art designed to express a deeper meaning. At its core, Hip Hop is so much more than mere art and entertainment.

Hip Hop is the constantly evolving spirit and consciousness of urban youth that keeps recreating itself in a never-ending cycle. It is joy, sorrow, pleasure, pain, victory, defeat, anger, happiness, confusion, clarity, humor, intensity, dream, nightmare, life, death and everything else in between. It is the spirit that connects the past to the present and lays a path towards the future.

The spirit of Hip Hop is the same as Jazz, Reggae, Blues, Doo-wop, Be-bop and a multitude of other types of expressions, be it musical or otherwise, that African people throughout the Diaspora have given birth to and introduced to the world. That very spirit is what breathes life into a simple idea and transforms it into a living cultural movement.

Hip Hop Culture cannot be assimilated, integrated, diluted, watered-down, sold for profit or pimped. It will always exist, in this incarnation or another. What the mainstream promotes as Hip Hop is only a commercial product misleading you into believing that it represents Hip Hop in its totality.

*Listen to Common Sense': [Hip Hop I Used to Love H.E.R.](#)

Article Provided By: http://globalawarenessthroughhiphopculture.com/Defining_Hip_Hop_Culture.html

Blueprint
for
Hip Hop
Information Literacy Curriculum

"Never believe all that you hear.
Always verify the original source of information."
— Lailah Gifty Akita

Hip Hop Information Literacy
Course Structure

Required Course Materials:
All students enrolled in LS101 will be required to take the Page Library Exit Student Feedback Survey to pass this course and are required to have all course materials to be successful.

- MLA Handbook 6th Edition
- APA Handbook 6th Edition
- The College Student's Research Companion Fifth Edition, by Arlene R. Quaratiello/Jane Devine
- Extra Materials Provided by Instructors
- Page Library Entrance and Exit Student Survey

Student Course Material Resources:
- Free Microsoft Office 365 for LU Students
- Free Online Notepad for Online Research
- Thesis Statement Guide Development Tool
- Tips for Academic Writing
- What is "Academic" Writing?

Technology Requirements
Students will need access to computer time during the semester in class and will be provided with a schedule of assignments that need to be completed for their final projects. Students will need to create a website account for their final project using www.wordpress.com.

There will be one workshop given in the fall and spring semesters regarding how to create websites using Wordpress in the library. Dates will be announced at the beginning of each semester. Students can sign up to take the courses via our information literacy website.

Students will need to know the fundamentals as it pertains to using YouTube videos to watch documentary films, access online resources via the Page Library online website, and other resource databases that will be used as examples for the research process.

LU Library Minors
All students in the library minor will be required to create a 100-word thesis about hip-hop and a bibliography to support the thesis. The annotated bibliography will consist of 10 resources in the MLA citation standard and 10 resources about hip hop in the APA citation standard for their practicum portfolio. The portfolio is required by the end of the semester and is a requirement to pass the course.
Bibliography Examples + Bibliography Examples

Hip Hop Information Literacy Think-Tank

"Honestly, my number one policy is quality. Never sell my soul is my philosophy." -Anonymous

Purpose: To house and support a student-led group collaboration that will provide class engagement, innovative technology, and discussion-led spaces for the course experience. At this juncture in the course, students will be encouraged and led from being novice users to intermediate information gurus with regard to finding and using information.

Critically Thinking

Course Homework: Students will read one article about hip hop or pop-culture a week provided by instructor. They will write a 500-word essay about the assigned reading and cite using one of two citation formats in the course.

Sample Articles:

- The Tupac Amaru Shakur Collection Conference + Hip Hop Consumption and Masculinity
- Confronting the Crisis in African American Culture + The Women's Movement Today

Group Collaboration

1.) Course Online Homework: Students will respond to a question or statement about hip-hop provided by the instructor. Each student will respond to the statement and then respond to another student's post. 2.) In-Class Collaboration: Students will meet in assigned groups to discuss their books they are reading, their portfolios, and experiences in the class. The group collaboration will be a place for students to also help each other with regard to their online websites and peer tutoring.

Midterm:

Students must write a 5-page research paper and can choose from one of the topics below and must address all components of the artform as it pertains to hip-hop. All papers must have three sources including an online source, a book, and a scholarly journal article. MLA citation format is required for this paper. Example Research Topics:

- Hip Hop in the 21st century and its effect and influence on the Black Community
- How does the history of Hip Hop reflect social trends in America?

Final Exam Project:

Students will create an online portfolio of their work using text, imagery, and expression, and journal entries via www.wordpress.com. Online Project: Must include a 500-word blog post about their university library experience. Students must also include their 300-word book review, five Hip Hop images along with proper citations, and their midterm paper must be uploaded to the their portfolio online. The citation standard for the final project: APA format.

First 8-Week Curriculum

Information Literacy Course Syllabus, Apply each component to each section for the course:
The Five Components of Information Literacy | https://www.youtube.com/watch?v=1ronp6lue9w

"Love yourself and your expression, you can't go wrong." -- KRS-One

Purpose: To provide students with the opportunity to become exposed to the history of hip hop as an art form and culture. Introduce students to the different facets of using university databases to find, retrieve and use information effectively. Expose students to the different facets of writing and citation tutorials available for paper and research assignments.

History (Week 1 & 2) + The College Student's Research Companion Fifth Edition: Chapter 1
Section Title: The History and Culture of Hip Hop
Citation Standard: *MLA* + *Tutorial*
Library Research: *Using Page Library Online* *Learn How to Create A Website*
Bi-Weekly Article: *The Culture of Hip Hop, By Dr. Michael Eric Dyson*
Writing Assignment: *Narrative Essay*
Focus: Birthplace of Hip Hop + Hip Hop Timeline + 40 Years of Hip Hop

Music (Week 3 & 4) + The College Student's Research Companion Fifth Edition: Chapter 2
Section Title: Voices and Movements of The Hip Hop Generation
Citation Standard: *MLA* + *Tutorial*
Bi-Library Research: *Search and Retrieve Using EBSCO Host* *Elements of Research Essay*
Bi-Weekly Article: *From Civil Rights to Hip Hop: Toward a Nexus of Ideas, By Derrick P. Alridge*
Writing Assignment: *Descriptive Essay*
Focus:
Tupac: https://www.youtube.com/watch?v=PEMrhRNOex4
Lauyrn Hill: https://www.youtube.com/watch?v=S1cq0bhSrq4
A Conversation with Hip Hop Pioneers:
http://www.cornell.edu/video/conversation-with-hip-hops-pioneers
Hip Hop Futures: A Lecture Discussion: http://www.cornell.edu/video/hip-hop-futures

Film (Week 5 & 6) + The College Student's Research Companion Fifth Edition: Chapter 3
Section Title: The Archives of Black Cinema & Documentary Films
Citation Standard: *MLA* + *Tutorial*
Library Research: *The Fundamentals of Google Scholar* *The Fundamentals of WorldCat*
Bi-Weekly Article: *Representations of Black People in Film*
Writing Assignment: *Expository Essay*
Focus: Crooklyn | Henrietta Lacks | Through A Lens Darkly | Strange Fruit | Allen Iverson: The Answer

**Hip Hop Information Literacy Think-Tank
(Week 7 & 8)
The College Student's Research Companion Fifth
Edition: Chapter 4**

Focus: Students will work for two weeks in groups discussing the books that they are reading and working on their portfolios. Instructors will need to book time to utilize the page library computer rooms and discussion space for these activities.

*During the think-tank sessions and for homework, students will be given bi-weekly quizzes as it pertains to citation drills and will be instructed to complete weekly tutorials online and encouraged to read their book of choice for the semester.

Info.Lit Think-Tank Student Resources:

- Guide to 3 Decades of Hip Hop Vernacular and Slang
- The Cornell University Hip Hop Collection Online
- The History of Hip Hop written by Davey D
- The Urban Dictionary Online

Second 8-Week Curriculum

Information Literacy Course Syllabus, Apply each component to each section for the course:
The Five Components of Information Literacy | https://www.youtube.com/watch?v=1ronp6lue9w

"Maybe I write because I've learned to show certain parts of my heart on the page that I still struggle to capture in speech." — Common

Purpose: To provide students with the opportunity to become exposed to hip hop through poetry, visual art, and literature. Through student group collaborations, students will have a class peer-cohort to engage about their experiences, challenges, and questions regarding the course in class and online. Students will be taught how to find information to help support their ideas and and solve information problems through the research process.

Poetry (Week 9 & 10) + The College Student's Research Companion Fifth Edition: Chapter 5
Section Title: The Revolution will be Televised while Listening to Poetry
Citation Standard: APA + Tutorial
Library Research: Subscribe, Search, Retrieve Using JSTOR The Learning Express Library
Bi-Weekly Article: The Anthology of Rap': Lyrics as Poetry
Writing Assignments: Persuasive (Argumentative) Essay
Focus:
Bio + Book & Audio | Bio + The Rose That Grew From Concrete + Audio Online of Tupac's Poetry
Bio + Poem + Audio | Bio + The Revolution Will Not Be Televised Poem + Audio Online of Gil Scott Heron
Bio + Poem + Audio | Bio + Say It, Say It Anyway You Can Poem + Audio Online of Vievee Francis

Visual Art (Week 11 & 12) +The College Student's Research Companion Fifth Edition: Chapter 6
Section Title: The Evolution of Visual Black Cool and Hip Hop
Citation Standard: APA + Tutorial
Library Research: The Fundamentals of Refworks Exploring The Art Database: Arcade
Bi-Weekly Article: From Basquiat to Jay Z: how the art world came to fully embrace hip hop
Writing Assignments: Art Review Essay
Focus: Jean-Michel Basquiat Exhibit: Basquiat | **Buddy Esquire Archive:** Hip Hop Party & Flyers

Literature (Week 13 & 14) + The College Student's Research Companion Fifth Edition: Chapter 7
Section Title: The Info.Lit.Book Club
Citation Standard: APA + Tutorial
Library Research: Review | The Research Process, Writing and Creating Bibliographies
Bi-Weekly Article: Read the Coldest Winter Ever Excerpt by Sister Souljah
Writing Assignments: Write a Literary Analysis
Focus: Terrance Hayes, Tracey K. Smith, Toure, Zora Neale Hurston, Langston Hughes, Gloria Naylor, Kevin Young, Nikki Giovanni, Kevin Powell, Gil Scott Heron, Sista Souljah, Ntozake Shange, Toni Morrison, Saul Williams, Terry McMillan, Alice Walker, Jessica Care Moore, Russell Simmons, Molefi Asanti, Jr.

Hip HopInformation Literacy Think-Tank
(Week 15 & 16)
The College Student's Research Companion Fifth
Edition Chapter 8

Focus: Students will work for two weeks in groups discussing the books that they are reading and working on their portfolios. Instructors will need to book time to utilize the page library computer room and discussion space for these activities.

*During the think-tank sessions and for homework, students will be given bi-weekly quizzes as it pertains to citation drills and will be instructed to complete weekly tutorials online.

Info.Lit Think-Tank Student Resources:

- Guide to 3 Decades of Hip Hop Vernacular and Slang
- The Cornell University Hip Hop Collection Online
- The History of Hip Hop written by Davey D
- The Urban Dictionary Online

Student Resources

All resources listed below are free for students to explore and gain more knowledge about the history of hip hop and where it is today in the 21st century.

I SAID A HIP HOP THE HIPPIE THE HIPPIE TO THE HIP HIP HOP, AND YOU DON'T STOP THE ROCK IT TO THE BANG BANG BOOGIE SAY UP JUMPED THE BOOGIE TO THE RHYTHM OF THE BOOGIE, THE BEAT

Hip Hop Online Databases
http://www.awesomefoundation.org/en/projects/785-hip-hop-word-count
http://www.britishhiphop.co.uk/database.html
http://consciousartistdatabase.com/
http://www.sweetpotion.com/
http://www.npr.org/music/genres/hip-hop/
http://www.npr.org/sections/microphonecheck/
http://hiphoparchive.org/

Watch Documentaries Online:
http://documentaryheaven.com/find/?q=hip+hop
http://www.npr.org/templates/story/story.php?storyId=1178621

Read and Download Books Online:
http://theboombox.com/hip-hop-book/
http://www.scribd.com/doc/127114643/READ-SOUL-Alive-Poetry-Prose-By-atlas-brown
https://www.smashwords.com/books/view/544517

Read and Download Hip Hop Articles:
http://www.newyorker.com/magazine/2013/04/01/rap-sheet-2
http://www.nytimes.com/2015/02/09/nyregion/at-50-slick-rick-a-hip-hop-pioneer-still-has-stories-to-tell.html?_r=0
http://www.npr.org/2014/07/03/328167474/questlove-and-the-roots-how-a-hip-hop-band-conquered-late-night

Listen to Hip Hop Music Online:
http://www.live365.com/genres/rap
http://tunein.com/radio/Hip-Hop-c57942/
http://www.last.fm/tag/hip-hop

View Hip Hop Art Online:
https://artlibrarydeco.wordpress.com/

View Student Online Academic Hip Hop Projects
http://rrlstudentresearch.tumblr.com/

Instructor Resources

Web Sites
Chang, Jeff. Can't Stop Won't Stop. http://cantstopwontstop.com/

DaveyD's Hip Hop Corner. http://www.daveyd.com/

PBS Independent Lens, Hip Hop: Beyond Beats and Rhymes. http://www.pbs.org/independentlens/hiphop/

About Hip-Hop Timeline. http://www.pbs.org/independentlens/hiphop/timeline.htm

Issue Brief: Hip-Hop. http://cdn.itvs.org/hip_hop-issue-brief-hip-hop.pdf

Temple of Hip Hop. http://www.templeofhiphop.org/

Zulu Nation. http://www.zulunation.com/

Books, Articles and Films

Arnold, Rick., Bev Burke, Carl James, D'arcy Martin, and Barb Thomas. 1991. *Educating for a Change*. Toronto, ON: Between the Lines and the Doris Marshall Institute for Education and Action.

Bell, Lee Anne, Barbara J. Love, and Rosemarie A. Roberts. 2007. "Racism and White Privilege Curriculum Design," in *Teaching for Diversity and Social Justice*. Routledge.

Bynoe, Yvonne. 2006. *Encyclopedia of Rap and Hip-Hop Culture*. Westport, Conn: Greenwood Press.

Caines, Jade. 2007. "It's All about the Benjamins: The Marriage between Hip Hop, Adolescence, and Consumerism," in *The Hip-Hop Education Guidebook Volume 1*. New York: Hip-Hop Association.

Chang, Jeff. 2005. *Can't Stop Won't Stop: A History of the Hip-hop Generation*. St. Martin's Press.

George, Nelson. 1998. *Hip Hop America*. Viking Press.

Gore, Tipper. "Hate, Rape and Rap," *The Washington Post*. 8 January 1990.

Kitwana, Bakari. 2003. *The Hip-hop Generation: Young Blacks and the Crisis in African American Culture*. Basic Civitas Books.

Rodman, Sarah. "Breaking Down Hip-Hop," *The Boston Globe*. 17 February 2007.

Spady, James G., H. Samy Alim and Samir Meghelli. 2006. *Tha Global Cipha: Hip-hop Culture and Consciousness*. Black History Museum Press.

Sources Used: Creating the LU-Page Blueprint

Hip Hop Information for Instructors

http://www.educationworld.com/a_lesson/what-is-hip-hop.shtml

http://rmc.library.cornell.edu/hiphop/

Research Process & Citation Standard Tutorials

http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

http://www.lib.usm.edu/legacy/tutorials/mlatutorial/tutorialindex.php

http://corptrain.phoenix.edu/thesis_generator/thesis_generator.html

Information Literacy & Hip Hop Articles, Videos, and Essays

https://www.aea267.k12.ia.us/system/assets/uploads/files/860/sample_iowa_information_literacy_curriculum_framework.pdf

Writing Resources

http://www.time4writing.com/writing-resources/types-of-essays/

https://awc.ashford.edu/writing-tools-writing-standards.html

Images for LU-Blueprint

http://www.abkwallart.com/media/catalog/product/cache/1/image/800x600/040ec09b1e35df139433887a97daa66f/h/e/head_phones_head.png

https://s-media-cache-ak0.pinimg.com/236x/7f/4f/96/7f4f96bf1d74e5e1ff4ecfde0bb5b9c4.jpg

http://s68.photobucket.com/user/fuseboxradiousa/media/hiphopfeature.jpg.pagespeed.ce.O7JK73E5qE.jpg.html

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