### Information Literacy Development Plan

#### First Year Students

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<tr>
<th>Information literacy Concepts</th>
<th>Learning Goals</th>
<th>Performance Outcomes</th>
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| Framing the research question | • Recognizes the need to find information to supplement his/her knowledge of a topic or to gain an understanding of an unfamiliar topic  
• Defines the scope of information needed in terms of quantity, recency, format and type of resource | • Analyzes an assignment or task to determine what information is needed  
• States a specific information need (e.g., “I need three articles from scholarly journals written within the past 5 years, about ____.”) | Faculty, reinforced by librarians |
| Accessing sources | • Understands that there are differences among information sources  
• Is able to use one or more research tools appropriate for his/her need  
• Recognizes that information sources may be in several different formats and physical forms | • Lists key words or subject terms for searching topic  
• Searches one or more databases to identify articles and/or books  
• Knows how to use Research Port for multiple database searching and for off-campus access  
• Retrieves articles in bound volumes and/or electronic full text  
• Retrieves books from the stacks using LC call numbers  
• Seeks help in using unfamiliar formats (e-books, microforms, etc.) | Librarians |
| Evaluating sources | • Considers whether or not the amount and type of information retrieved is adequate for the purpose  
• Identifies the purpose and audience of the sources retrieved (i.e., scholarly vs. popular, historical vs. current) | • Selects the types of material best suited for the purpose at hand  
• Broadens or narrows search strategy/terms as needed | Librarians, reinforced by faculty |
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| Evaluating content | • Examines and compares information from various sources, making judgments about the probable accuracy and reliability of the content  
• Reviews information to assess the relevance and reliability of each source | • Begins to recognize the purpose and intent of each information source  
• Selects from among the available information sources those that are most suitable for the intended use | Faculty, reinforced by librarians |
| Using information for a specific purpose | • Organizes content in a way that it can be used for the intended purpose  
• Uses the information in developing his/her essay, presentation, etc. | • Satisfactorily completes the assignment or applies the information to a specific task  
• Communicates cogently | Faculty |
| Understanding issues affecting the use of information; observing laws, regulations and institutional policies | • Understands what plagiarism is  
• Understands the plagiarism policies of the University and the course instructor | • Does not plagiarize  
• Cites all sources used  
• Uses the approved documentation style for citing sources | Faculty, reinforced by librarians |
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| Framing the research question | • Understands how to use information to strengthen his/her knowledge  
• Understands the value of finding information to support his/her ideas | • Clearly defines the research question to be answered | Faculty |
| Accessing sources | • Identifies the most appropriate research tools to obtain the needed information  
• Develops effective search strategies | • Uses the research tools most appropriate to the discipline  
• Uses advanced database features to limit and refine search results  
• Understands the unique search requirements of the discipline and/or database (e.g., how to search chemical names or how to use a discipline specific thesaurus for controlled vocabulary searching) | Librarians |
| Evaluating sources | • Reviews information retrieved to evaluate the appropriateness of each source  
• Understands ways of modifying search strategies to improve search results  
• Understands the origins and purposes of material retrieved electronically (e.g., journal article, e-book, website) | • Judges the appropriateness of each source  
• Modifies search strategies to ensure that the amount and quality of information is sufficient to address the subject at a level appropriate for a senior | Librarians and faculty |
| Evaluating content | • Understands point of view, contradictory information, prejudice, deception, and manipulation in information sources | • Compares new information with prior learning and draws conclusions  
• Develops a critical response to the information  
• Incorporates new learning into his/her knowledge base | Faculty |
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| Using information for a specific purpose | • Effectively organizes the information retrieved from multiple sources to support the purpose of the project | • Chooses a style and medium of communication that is appropriate for the assignment  
• Uses an editorial style appropriate to the discipline | Faculty |

| Understanding issues affecting the use of information; observing laws, regulations and institutional policies | • Understands issues of ethical use of information, including privacy and security of information, censorship, and freedom of expression  
• Observes copyright laws | • Recognizes the points at which documentation is needed  
• Documents all sources in the appropriate editorial style  
• Understands the concept of plagiarizing ideas, and gives proper attribution | Faculty |