

Information Literacy Development Plan

First Year Students

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Framing the research question	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Selects the types of material best suited for the purpose at hand Broadens or narrows search strategy/terms as needed 	Librarians, reinforced by faculty

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Evaluating content	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Organizes content in a way that it can be used for the intended purpose Uses the information in developing his/her essay, presentation, etc. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Understands what plagiarism is Understands the plagiarism policies of the University and the course instructor 	<ul style="list-style-type: none"> Does not plagiarize Cites all sources used Uses the approved documentation style for citing sources 	Faculty, reinforced by librarians

Last Year Students

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Framing the research question	<ul style="list-style-type: none"> • Understands how to use information to strengthen his/her knowledge • Understands the value of finding information to support his/her ideas 	<ul style="list-style-type: none"> • Clearly defines the research question to be answered 	Faculty
Accessing sources	<ul style="list-style-type: none"> • Identifies the most appropriate research tools to obtain the needed information • Develops effective search strategies 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understands point of view, contradictory information, prejudice, deception, and manipulation in information sources 	<ul style="list-style-type: none"> • 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

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Using information for a specific purpose	<ul style="list-style-type: none"> Effectively organizes the information retrieved from multiple sources to support the purpose of the project 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Understands issues of ethical use of information, including privacy and security of information, censorship, and freedom of expression Observes copyright laws 	<ul style="list-style-type: none"> 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

Source: Middle States Commission on Higher Education. *Developing Research & Communication Skills: Guidelines for Information literacy in the Curriculum*, Draft #6, March 2003, pages 11-12 and 23.