

APPENDIX D: SRJC INFORMATION LITERACY COURSE REQUIREMENTS

The Course Outline, [for a course satisfying] the Information Literacy requirement, will [indicate how the course will] fulfill and meet the following five standards and include the performance indicators and outcomes listed for each standard. These standards have been modified from the American College and Research Libraries (ACRL) guidelines for Information Literacy.

I. STANDARD ONE: THE INFORMATION LITERATE STUDENT DETERMINES THE NATURE AND EXTENT OF INFORMATION NEEDED.

PERFORMANCE INDICATORS:

1. Defines and articulates a need for information.

Outcomes Include:

1. Locates general information sources.
2. Identifies key concepts and terms describing information need.
3. Modifies and forms appropriate questions based on information need – focus, etc.
2. Identifies a variety of types and formats (i.e. books, periodicals, websites) of potential sources of information.

Outcomes Include:

1. Knows how information is produced, organized and disseminated.
2. Recognizes the value and different formats of information – e.g. websites, free and subscription databases, books, periodicals, audiovisual materials.
3. Identifies audience for information – popular vs. scholarly.
4. Differentiates between primary versus secondary sources of information.
3. Determines cost and benefit of getting information.

Outcomes Include:

1. Determines availability and makes decisions whether to pursue resources (books, journal articles) at other locations – Inter Library Loan (ILL), or other local libraries.
2. Plans timeline for getting information.
4. Reevaluates nature and extent of the information need.

Outcomes Include:

1. Uses appropriate criteria to review initial information in order to clarify, revise or redefine question or relationship of ideas.
2. Develops preliminary thesis statement or relationship of ideas.

II. STANDARD TWO: THE INFORMATION LITERATE STUDENT ACCESSES INFORMATION EFFECTIVELY AND EFFICIENTLY.

PERFORMANCE INDICATORS:

1. Selects appropriate methods and retrieval systems for accessing information.

Outcomes Include:

1. Selects efficient and effective approaches for accessing information in print and non-print (electronic) indexes, including the library subscription databases.
2. Investigates the scope, content and organization of information retrieval systems – e.g. book catalogues, periodical indexes, databases, web search engines, etc.
3. Selects the appropriate tools, identifies search language for each source utilized and evaluates the types of source material found in each resource.

2. Designs and implements effective search strategies.

Outcomes Include:

1. Develops a search plan appropriate to question.
2. Identifies keywords, related terms.
3. Selects appropriate controlled vocabulary for the source used – Library of Congress Subject Headings, etc.
4. Constructs and implements search strategy appropriate to the source – uses commands, protocols and Boolean logic.
5. Implements search strategy in varied retrieval systems (book catalogues, databases, web search engines, periodical indexes, etc.) using different interfaces, command protocols and search parameters.

3. Retrieves information online – search mechanics.

Outcomes Include:

1. Uses available search systems – book catalogues, periodical indexes, web search engines, library subscription databases, etc.
2. Uses other available systems for finding information (classification systems – public library) or ILL.
3. Uses web search engines.

4. Refines search strategy.

Outcomes Include:

1. Assesses information retrieved for quantity, quality and relevance.
2. Identify gaps in information.
3. Repeats parts of search strategy for more information if necessary.

5. Records and manages the information and sources of information.

Outcomes Include:

1. Systematically organizes information – cards, file folders, etc.
2. Records all pertinent citation information for future reference.
3. Differentiates between types of sources cited and information needed to give correct syntax for source citation (books, journals, websites).

III. STANDARD THREE: THE INFORMATION LITERATE STUDENT EVALUATES INFORMATION AND ITS SOURCES CRITICALLY.

PERFORMANCE INDICATORS:

1. Demonstrates understanding of main ideas from information gathered.

Outcomes Include:

1. Reads texts and identifies main ideas.
 2. Restates concepts in own words (paraphrase).
 3. Identifies quotable information.
2. Evaluates information gathered.

Outcomes Include:

1. Examines and compares information for validity, accuracy, authority, bias, timeliness.
 2. Analyzes logic of arguments in the information gathered.
 3. Recognizes prejudice, deception or manipulation.
 4. Recognizes the cultural context of the information.
3. Compares new knowledge with prior knowledge and synthesizes main ideas to construct new concepts.

Outcomes Include:

1. Determines if information is satisfactory for original research question.
 2. Questions validity and appropriateness of the data.
 3. Evaluates if information sources are contradictory.
 4. Draws conclusions from information.
 5. Integrates new information.
 6. Selects retrieved information to support topic.
4. Discusses information gathered.

Outcomes Include:

1. Participates in classroom and other discussions.

2. Participates in class-sponsored electronic communication forms when appropriate.
5. Evaluates if initial information found is adequate for question or needs revision.

Outcomes Include:

1. Judges if amount of information is sufficient in quantity, quality and type.
2. Reviews search strategy – add concepts as necessary.
3. Reviews information retrieval sources/databases – expands sources if necessary.

IV. STANDARD FOUR: THE INFORMATION LITERATE STUDENT USES INFORMATION GATHERED TO ACCOMPLISH TASK.

PERFORMANCE INDICATORS:

1. Synthesizes information to complete project.

Outcomes Include:

1. Organizes information – outlines, drafts.
 2. Uses quotes and paraphrases to support argument.
 3. Summarizes main ideas and/or restates ideas in own words.
2. Communicates project effectively.

Outcome Includes:

1. Uses appropriate style and format for academic project.

V. STANDARD FIVE: THE INFORMATION LITERATE STUDENT UNDERSTANDS MANY OF THE ECONOMIC, LEGAL, AND SOCIAL ISSUES SURROUNDING THE USE OF INFORMATION AND ACCESSES AND USES INFORMATION ETHICALLY AND LEGALLY.

PERFORMANCE INDICATORS:

1. Understands the ethical, legal and sociopolitical issues concerning information and technology.

Outcomes Include:

1. Knows difference between free versus fee-based access to information.
 2. Comprehends intellectual property, copyright and fair use of information.
2. Recognizes the laws, regulations and institutional policies and etiquette related to access and use of information sources.

Outcomes Include:

1. Uses approved passwords or I.D.'s ethically.
 2. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own.
 3. Complies with institutional policies on access to information resources.
3. Acknowledges use of information sources.

Outcomes Include:

1. Recognizes that all resources require documentation.
2. Uses appropriate documentation style/format for citing sources – MLA, APA, etc.

VI. ASSESSMENT: PROJECT AND EXAMINATION ARE REQUIRED

Assessment should indicate whether students have mastered the skills outlined in the Information Literacy Standards. To accomplish this task, both a **project** and **examination** are required.

A. PROJECT

The project should demonstrate the student's ability to find, evaluate, assess and cite appropriate information sources as outlined in the Information Literacy Standards.

1. The course project should allow the student to demonstrate the ability to:
 - a. articulate research need
 - b. create workable thesis statement
 - c. develop main ideas within the project
 - d. locate appropriate information sources
 - e. evaluate quality of these sources
 - f. access applicability of research results and modify search strategy if necessary
2. The project should require the student to create a List of Works Cited (Bibliography) in an approved citation format. An appropriate number of resources (minimum eight) from at least two of the following categories should be included.
 - a. reference sources
 - b. books
 - c. periodicals
 - d. websites

B. EXAMINATION

Questions should test the student's knowledge of the performance indicators outlined in the Information Literacy Standards. Questions could include topics such as research strategies and search mechanics, classification systems, differentiating between types of online resources, criteria for website evaluation, etc. All the standards should be addressed in the examination.