

Meeting information literacy outcomes across the curriculum

Faculty Liaison Meeting – October 1-2, 2007

What level of information literacy skills do students NEED TO HAVE to succeed your course?

| Your Course # - | None | Minimal | Proficient | Excellent |
|--|-------------|----------------|-------------------|------------------|
| Defines a research topic and then narrows or broadens the topic through background research | | | | |
| Identifies appropriate databases and library resources for research | | | | |
| Recognizes that knowledge can be organized into disciplines, which influence the ways that information is accessed | | | | |
| Uses a library catalog to find appropriate resources on a topic | | | | |
| Develops search terms to identify materials on a topic | | | | |
| Uses periodical databases to find appropriate journal, magazine, or newspaper articles on a topic | | | | |
| When faced with too few or too many results, applies effective strategies to broaden/narrow a search in a library database | | | | |
| Evaluates reliability, quality, currency and relevance of Internet and print resources | | | | |
| Understands the purpose and audience for a particular resource type | | | | |
| Distinguishes between scholarly and popular sources | | | | |
| Understands the difference between primary and secondary sources | | | | |
| Understands and uses appropriate citation conventions (MLA, APA, etc) | | | | |
| Understands issues regarding intellectual property and copyright | | | | |
| Understands what constitutes plagiarism | | | | |
| Total # of marks | | | | |

More on information literacy at: <http://caxton.emich.edu/guide/guide.php?id=235>

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Meeting information literacy outcomes across the curriculum

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Information literacy outcomes in the new general education curriculum

Area 1: Effective Communication

English 121

- Understand multiple modes of inquiry and demonstrate the ability to incorporate significant research into writing that engages a question and/or topic.
- Use academic citation systems (MLA or APA) for documenting work.
- Acquire the ability to locate and critically assess sources available online.

CTAS 124 – Communications & Theater Arts Speech

- *Research*, plan, prepare, adapt, and deliver oral messages that clearly and succinctly communicate information to public audiences.
- *Use appropriate evidence* and/or ethical oral communication strategies to persuade and/or influence public audiences.

Upper-level Writing-Intensive courses in the major

- Formulate research questions and employ strategies for researching and responding to those questions.
- Understand conventions for communicating, disseminating, and interpreting information within a discipline.

Area 2: Quantitative Reasoning

No identified information literacy outcome.

Area 3: Perspectives on a Diverse World

- Analyze and synthesize information from diverse sources to make informed decisions regarding global issues. (Global Awareness)

Area 4: Knowledge of the Disciplines

- Learn how knowledge is developed and disseminated in particular disciplines. (all)
- Interpret, analyze, and critically evaluate data and reports in the media relating to the natural sciences. (natural sciences)
- Employ available resources to find relevant scientific or technical information. (natural sciences)

Area 5: Learning beyond the Classroom

- Develop skills and habits that aid in future life and career pursuits. (Self and Well-Being & Community Service, Citizenship, and Leadership)
- Learn to carry out self-directed or independent learning projects. (Undergraduate Research)

*These are only the explicit outcomes that support information literacy in the curriculum. Any course can be taught in a manner that emphasizes research and information literacy skills.