

Syllabus Review Rubric: Information Literacy

Learning Outcome: Collect, manage & evaluate information using technology, & communicate findings

Note: A one-credit stand-alone course devoted only to information literacy can meet the foundational level student achievements for information literacy. A discipline specific one-credit information literacy course may be proposed as long as the course is open to all students without prerequisites. An overlay course including information literacy must be a three-credit course.

Student Achievements	Foundational Level Course: Archetypal Syllabus Requirements	Integrative Level Course Syllabus Requirements
<p>Determine the nature & extent of information needed.</p>	<p>Course asks students to</p> <ul style="list-style-type: none"> • Consider and/or discuss, “What is information and does it differ from data?” • Assess & explore information needs • Define what kind of information is needed as well as the amount needed <p>Course content includes</p> <ul style="list-style-type: none"> • The way information is organized, information characteristics (e.g. primary and secondary) • Methods for selecting & refining a research topic/question • Techniques/strategies for refining the search for information <p>Course assignments require students to</p> <ul style="list-style-type: none"> • Develop a research question • Identify key concepts & search terms for the question 	<p>Course fulfills requirements listed for “foundational” courses, and</p> <ul style="list-style-type: none"> • Research question focuses on the specific discipline of the course/major • Course content includes description of how the discipline manages, organizes & communicates information
<p>Identify & access sources of information applicable to the need.</p>	<p>Course asks students to</p> <ul style="list-style-type: none"> • Explore & discuss variety of information resources available. Can include subscription vs. free; popular vs. scholarly; government resources; Internet; libraries • Identify most useful sources for the selected topic 	<p>Course fulfills requirements listed for “foundational” courses, and includes</p> <ul style="list-style-type: none"> • Provision for students to learn about the information sources used by professionals in the discipline; for example reference books, journals, trade magazines, conferences, experts & leaders in

	<p>Course content includes</p> <ul style="list-style-type: none"> • Introduction to the resources available from University Libraries • Other available resources • Search basics for library catalog, article databases, Internet search engines, and/or other appropriate resources <p>Course assignments require students to</p> <ul style="list-style-type: none"> • Select resources to be used • Collect information from their selected resources 	<p>the field, authoritative websites, government resources, white papers, etc.</p> <ul style="list-style-type: none"> • Students use resources specific to the discipline • Advanced search techniques for the library catalog, article databases, Internet search engines, and/or other appropriate resources
<p>Evaluate information & its sources for credibility, reliability, point of view or objectivity, & currency.</p>	<p>Course asks students to</p> <ul style="list-style-type: none"> • Analyze information sources selected and/or rejected in order to assess the reliability, accuracy and quality of information <p>Course content includes</p> <ul style="list-style-type: none"> • How to evaluate information & information sources for credibility, reliability, point of view or objectivity & currency <p>Course assignments require students to</p> <ul style="list-style-type: none"> • Evaluate information & sources for reliability based on author, objectivity or point of view, timeliness, coverage • Use reliable information sources that are relevant to the question chosen 	<p>Course fulfills requirements listed for “foundational” courses, and also requires students to</p> <ul style="list-style-type: none"> • Evaluate information & sources from the perspective of the discipline • Examine & compare information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, & point of view or objectivity; systematically & methodically analyze all points of view
<p>Employ appropriate conventions for integrating</p>	<p>Course asks students to</p>	<p>Course fulfills requirements listed for “foundational” courses, and also requires students to</p>

<p>& citing sources ethically & legally.</p>	<ul style="list-style-type: none"> • Consider & respect the intellectual property rights of those who create the information/knowledge they are using <p>Course content includes</p> <ul style="list-style-type: none"> • How to properly cite sources of information • Introduction to the concept of academic honesty. Can include definition of types of plagiarism, copyright, fair use, paraphrasing, quoting, distinguishing between common knowledge & ideas requiring attribution • An acceptable style guide for the assignment <p>Course assignments require students to</p> <ul style="list-style-type: none"> • Correctly use citations & references • Demonstrate a basic understanding of the ethical & legal restrictions of the use of information, i.e. gives credit to sources & authors 	<ul style="list-style-type: none"> • Use citations & references required by the discipline & in the format/style required by the discipline
<p>Use, manage, & communicate information using appropriate technology to accomplish a specific purpose.</p>	<p>Course asks students to</p> <ul style="list-style-type: none"> • Consider & discuss how information is disseminated <p>Course content includes</p> <ul style="list-style-type: none"> • Explanations of software &/or other technology preferred by the professor for managing & presenting projects & communicating findings <p>Course assignments require students to</p> <ul style="list-style-type: none"> • Use available online & print resources to gather information for an annotated bibliography, research paper, oral presentation or other 	<p>Course fulfills requirements listed for “foundational” courses, and requires students to</p> <ul style="list-style-type: none"> • Expand search for discipline specific materials beyond local holdings, for example use Interlibrary Loan service &/or include a variety of formats such as oral histories, video, web based resources, primary vs. secondary, etc. • Investigate subscription based resources to which the university subscribes • Explore advanced search features in search engines to increase relevant search results

	assignment • Articulate & present findings in a logical & cohesive manner using appropriate technology as defined by the professor	
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