

**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><b>Determine the nature &amp; extent of information needed.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• consider &amp; discuss, “What is information and does it differ from data?”</li> <li>• assess &amp; explore information needs</li> <li>• define what kind of information is needed as well as the amount needed</li> <li>• assess the accuracy/quality of information</li> </ul> <p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• the way information is organized, characteristics of information</li> <li>• methods for selecting &amp; refining a research topic/question (analyzing a topic)</li> <li>• the techniques/strategies for refining the search for information</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• <b>read or watch background material on information &amp; research topic selection</b></li> <li>• <b>to develop a research question</b></li> <li>• <b>identify key concepts &amp; search terms for the question</b></li> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, and</b></p> <ul style="list-style-type: none"> <li>• research question focuses on the specific discipline of the course/major</li> <li>• course content includes description of how the discipline manages, organizes &amp; communicates information</li> </ul>
<p><b>Identify [&amp; access] sources of information applicable to the need.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• explore &amp; discuss variety of information resources available: subscription vs. free; popular vs. scholarly; government resources, Internet, libraries</li> <li>• identify most useful sources for the selected topic</li> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, and includes</b></p> <ul style="list-style-type: none"> <li>• provision for students to learn about the information sources used by professionals in the discipline; for example reference books, journals, trade magazines, conferences, experts &amp; leaders in the field, authoritative websites, government resources, white papers, etc.</li> </ul>

	<p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• introduction to the resources available from university libraries</li> <li>• other available resources</li> <li>• searching basics for library catalog, article databases, search engines, other appropriate resources</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• <b>develop &amp; articulate a data collection plan</b></li> <li>• <b>list resources to be used</b></li> <li>• <b>collect information from their selected resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• students use resources specific to the discipline</li> <li>• advanced searching techniques for the library catalog, article databases, &amp; Internet search engines</li> </ul>
<p><b>Evaluate information &amp; its sources for credibility, reliability, bias, &amp; currency.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• analyze &amp; discuss the reliability of information sources they selected &amp; rejected in their research</li> </ul> <p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• how to evaluate information &amp; information sources for credibility, reliability, bias &amp; currency</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate information &amp; sources for reliability based on author, objectivity, timeliness, coverage</b></li> <li>• <b>evaluate websites</b></li> <li>• <b>use reliable information sources that are relevant to the question chosen</b></li> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, and also requires students to</b></p> <ul style="list-style-type: none"> <li>• evaluate information &amp; sources from the perspective of the discipline</li> <li>• examine &amp; compare information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, &amp; point of view or bias; systematically &amp; methodically analyze all points of view</li> </ul>
<p><b>Employ appropriate conventions for integrating &amp; citing sources ethically &amp; legally.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• consider &amp; respect the intellectual property rights of those who create the information/knowledge they are using</li> </ul> <p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• how to properly cite sources of information</li> <li>• introduction to the concept of academic honesty</li> <li>• definition of types of plagiarism, copyright, paraphrasing, quoting, distinguishing between</li> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, and also requires students to</b></p> <ul style="list-style-type: none"> <li>• use citations &amp; references required by the discipline &amp; in the format/style required by the discipline</li> </ul>

	<p>fair use, common knowledge &amp; ideas requiring attribution</p> <ul style="list-style-type: none"> <li>• an acceptable style guide for the final assignment</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• <b>correctly use citations &amp; references</b></li> <li>• <b>demonstrate a basic understanding of the ethical &amp; legal restrictions of the use of published, confidential &amp; proprietary information, i.e. gives credit to sources &amp; authors</b></li> </ul>	
<p><b>Use, manage, &amp; communicate information using appropriate technology to accomplish a specific purpose.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• consider &amp; discuss how information is disseminated</li> </ul> <p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• explanations of software &amp;/or other technology preferred by the professor for managing &amp; presenting final projects &amp; communicating findings</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• <b>use available online &amp; print resources to gather information for an annotated bibliography, research paper, oral presentation or other final project</b></li> <li>• <b>articulate &amp; present findings in a logical &amp; cohesive manner using appropriate technology as defined by the professor</b></li> </ul>	<p><b>Course fulfills requirements listed for “foundational” courses, and requires students to</b></p> <ul style="list-style-type: none"> <li>• expand search for discipline specific materials beyond local holdings, for example use Interlibrary Loan service &amp;/or include a variety of formats such as oral histories, video, web based resources, primary vs. secondary, etc.</li> <li>• investigate subscription based resources to which the university subscribes</li> <li>• explore advanced search features in search engines to increase relevant search results</li> <li>• evaluate information freely found on the Internet</li> </ul>

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