

**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 and/or 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> </ul> <p><b>Course content includes</b></p> <ul style="list-style-type: none"> <li>• The way information is organized, information characteristics (e.g. primary and secondary)</li> <li>• Methods for selecting &amp; refining a research topic/question</li> <li>• 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>• Develop a research question</li> <li>• Identify key concepts &amp; search terms for the question</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. Can include 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</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>• Search basics for library catalog, article databases, Internet search engines, and/or other appropriate resources</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• Select resources to be used</li> <li>• Collect information from their selected resources</li> </ul>	<p>the field, authoritative websites, government resources, white papers, etc.</p> <ul style="list-style-type: none"> <li>• Students use resources specific to the discipline</li> <li>• Advanced search techniques for the library catalog, article databases, Internet search engines, and/or other appropriate resources</li> </ul>
<p><b>Evaluate information &amp; its sources for credibility, reliability, point of view or objectivity, &amp; currency.</b></p>	<p><b>Course asks students to</b></p> <ul style="list-style-type: none"> <li>• Analyze information sources selected and/or rejected in order to assess the reliability, accuracy and quality of information</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, point of view or objectivity &amp; currency</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• Evaluate information &amp; sources for reliability based on author, objectivity or point of view, timeliness, coverage</li> <li>• Use reliable information sources that are relevant to the question chosen</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 objectivity; systematically &amp; methodically analyze all points of view</li> </ul>
<p><b>Employ appropriate conventions for integrating</b></p>	<p><b>Course asks students to</b></p>	<p><b>Course fulfills requirements listed for “foundational” courses, and also requires students to</b></p>

<p><b>&amp; citing sources ethically &amp; legally.</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. Can include definition of types of plagiarism, copyright, fair use, paraphrasing, quoting, distinguishing between common knowledge &amp; ideas requiring attribution</li> <li>• An acceptable style guide for the assignment</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• Correctly use citations &amp; references</li> <li>• Demonstrate a basic understanding of the ethical &amp; legal restrictions of the use of information, i.e. gives credit to sources &amp; authors</li> </ul>	<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><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 projects &amp; communicating findings</li> </ul> <p><b>Course assignments require students to</b></p> <ul style="list-style-type: none"> <li>• Use available online &amp; print resources to gather information for an annotated bibliography, research paper, oral presentation or other</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> </ul>

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