

## Library Information Literacy Curriculum

October 2008, Updated August 2009

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### Introduction

The central mission of library instruction is to create information literate students. Information literate students know how to find, evaluate, and use information effectively and ethically. According to the Association of College and Research Libraries' (ACRL) *Information Literacy Competency Standards for Higher Education* "Gaining skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking..." (5). Thus, information literacy provides a foundation for life-long learning, the ultimate goal of education, and is common to all disciplines, learning environments, and levels of education. In the recent report *College Learning for the New Global Century*, information literacy is discussed as an essential learning outcome students need to prepare for twenty-first century challenges. As information professionals, librarians are uniquely positioned to guide the process of integrating information literacy within the university curriculum and to ensure that students are prepared for the challenges of a highly competitive, information-rich society.

### Library Information Literacy Standards

The ACRL *Information Literacy Competency Standards for Higher Education* provide a set of information literacy standards, performance indicators, and outcomes that serve as the basis for assisting learners to master content and extend their investigations, to become more self-directed, and to assume greater control over their own learning.

ACRL Standards for Information Literacy include:

- Standard One: The information literate student defines and articulates the need for information.
- Standard Two: The information literate student accesses needed information effectively and efficiently.
- Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- 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.

### General Education Library Information Literacy Curriculum

The strategic integration of information literacy into the curriculum begins with first-year initiatives that serve as the basis for information literacy instruction in the disciplines at the junior and senior levels (Tables 1-2). First-year curriculum integration decisions have been made on the basis of several factors:

- integration into courses that are a part of the standard university curriculum;
- integration into courses with a research component, usually smaller enrollment classes; and
- integration into courses with a large enrollment through participation in the Freshman Interest Group program, which offers the opportunity to provide cross-disciplinary information literacy instruction.

Specific standards and teaching strategies have been identified for targeted courses to establish quality learning opportunities for first-year students. At every opportunity, librarians seek to serve as research consultants and pedagogical guides and to facilitate the successful delivery of information literacy content by teaching faculty in the disciplines.

Targeted First-year Courses:

- English Composition, WRIT 101
- Introduction to College Writing, WRIT 100
- Introduction to Public Speaking, COMM 111
- Critical Writing
- Freshman Interest Groups
- Freshman Seminar
- Honors College Seminar
- University Transition

## **Upper-Division and Graduate Library Information Literacy Curriculum**

Based on the delivery of lower-division information literacy instruction, liaison librarians work collaboratively with faculty in all the departments, schools, and colleges to tailor advanced information literacy instruction to upper-division students in their major studies (Tables 1-2). Liaison librarians target research and writing courses in all majors. At every opportunity, librarians seek to serve as research consultants and pedagogical guides to students and faculty and to facilitate the successful delivery of information literacy content through collaboration with faculty that includes:

- Collaborate with faculty and department curriculum committees to integrate information literacy standards into the curriculum and learning outcomes of the academic unit.
- Provide consultative services to teaching faculty to develop curriculum-integrated library research assignments.
- Promote instruction in the use of library resources to students and faculty, integrating the tiered Library Information Literacy Curriculum.
- Serve as an embedded librarian within classes during sessions focused on research assignments.
- Create web-based subject resources for faculty, students, and staff.
- Maintain regular, advertised office hours each semester to provide individual and small group research assistance.
- Provide Information Center Reference assistance on a regular schedule.
- Provide small group instruction sessions as part of the Learning Commons.

**Table 1**  
Information Literacy Framework

The following information literacy concepts and skills provide a framework for library instructors and teaching faculty to address during each of the indicated class levels.

100-level	200-level	300-level	400-level	Graduate
<p>The role of students as scholars; discourse communities inside and outside the university</p> <p>Developing research questions and relevant keywords</p> <p>Critical evaluation of information; value and distinctness of information resources (e.g., data sets, finding aids, Internet, library catalog, librarians, subscription databases, etc.)</p> <p>Citing research sources of all types formats; academic honesty and plagiarism</p> <p>Information production and organization; copyright and fair use</p> <p>Ethical, legal, and social issues surrounding the use of information</p>	<p>Choosing and stating a research topic; using research to refine topic</p> <p>Keyword and subject searching; broadening and narrowing search terms</p> <p>Value and distinctness of general and subject-specific information resources</p> <p>Value and distinctness of information sources (e.g., popular, trade, and scholarly; primary and secondary; current and historical, etc.)</p> <p>Tracing citation data back to original source</p> <p>Interdisciplinary research</p> <p><u>Repeated content:</u> Critical evaluation of information</p> <p>Citing research</p>	<p>Choosing the appropriate resources, sources, or investigative methods based on research need</p> <p>Research ethics</p> <p>Incorporating new information into knowledge base and value system</p> <p>Combining new and prior knowledge to create original scholarship</p> <p>The ways in which sources are utilized by different disciplines</p> <p>Identifying gaps in research; comparing and contrasting research arguments, data, studies, and methodologies</p> <p>Discipline-specific citation styles</p> <p>Information management</p> <p><u>Repeated content:</u></p>	<p>Identifying important associations, publications, and scholars in the discipline</p> <p>Scholarly publication processes</p> <p>Economic, legal, political, and socio-economic impacts on information access and use</p> <p>Knowledge of discipline-specific information resources and their organization and use</p> <p>Advanced search strategies (e.g., use of controlled vocabularies, Boolean operators, cited references)</p> <p><u>Repeated content:</u> Research ethics</p> <p>Incorporating new information into knowledge base and value system</p> <p>Combining new and prior knowledge to</p>	<p>Information production and organization; scholarly publication processes, inclusive of publication models and authors' rights; copyright and fair use</p> <p>Ethical, legal, and social issues surrounding the use of information</p> <p>Critical evaluation of information</p> <p>Research ethics</p> <p>Economic, legal, political, and socio-economic impacts on information access and use</p> <p>Literature review process</p> <p>Incorporating new information into knowledge base and value system</p> <p>Combining new and prior knowledge to create original scholarship</p>

	<p>sources of all types formats; academic honesty and plagiarism</p> <p>Information production and organization; copyright and fair use;</p> <p>Ethical, legal, and social issues surrounding the use of information</p>	<p>Ethical, legal, and social issues surrounding the use of information</p> <p>Critical evaluation of information</p> <p>Citing research sources; academic honesty and plagiarism</p>	<p>create original scholarship</p> <p>Identifying gaps in research; comparing and contrasting research arguments, data, studies, and methodologies</p> <p>Choosing the appropriate resources, sources, or investigative methods based on research need</p> <p>Information management</p>	<p>Identifying important information associations, publications, and scholars in the discipline</p> <p>Knowledge of discipline-specific information resources and their organization and use</p> <p>Advanced search strategies (e.g., use of controlled vocabularies, Boolean operators, cited references)</p> <p>Discipline- and journal-specific citation styles</p> <p>Citing research sources of all types formats; academic honesty and plagiarism</p> <p>Information management</p>
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**Table 2**  
Information Literacy Rubric

The following Information Literacy Curriculum rubric identifies information literacy learning outcomes for students to complete at the end of each of the indicated class levels.

100-level	200-level	300-level	400-level	Graduate
<p>Identify and explain discourse communities</p> <p>Identify research questions; translate questions into keywords for searching</p> <p>Recognize different information resources and explain the value and differences between them (e.g., finding aids, library catalog, subscription databases)</p> <p>Construct in-text citations and a bibliography, inclusive of all source types and formats (e.g., articles, images, music; print, electronic)</p> <p>Explain the importance of citing research sources and academic honesty</p> <p>Describe how information is produced and organized, as well as</p>	<p>Identify and describe a research topic</p> <p>Recognize that, based on research, an initial topic may need to be refined</p> <p>Confer with instructors and librarians about appropriate research topics, information resources and search strategies</p> <p>Execute both keyword and subject searches; execute revised searches to refine results</p> <p>Explain why there is usually not “one” source that will meet all research needs</p> <p>Recognize and explain the value and differences between general and subject-specific information resources</p> <p>Recognize different information sources and explain the value and differences</p>	<p>Implement a research strategy appropriate to research need</p> <p>Explain the role of ethics in research</p> <p>Combine, relate, and reconcile new information with prior knowledge and beliefs</p> <p>Compare and contrast research from various sources to create an holistic analysis of a topic</p> <p>Recognize the value of original scholarship; construct an original argument or position based on research findings</p> <p>Compare the use of information sources by discipline</p> <p>Identify gaps in research findings and modify research strategies accordingly</p>	<p>Identify important associations, publications, and scholars in the discipline; explain the role of these resources in the discipline; explain the contributions of individual scholars to the discipline</p> <p>Describe the scholarly publication process</p> <p>Explain the economic, legal, political, and socio-economic impacts on information access and use (e.g., censorship, constraints, costs, funded research, policies, scholarship)</p> <p>Describe key discipline-specific information resources and how they are organized and used</p> <p>Construct advanced searches using controlled vocabularies and</p>	<p>Describe how information is produced and organized, as well as the role of copyright and fair use</p> <p>Describe the scholarly publication process, inclusive of publication models and authors’ rights</p> <p>Assess the reliability, validity, accuracy, authority, timeliness, and point or view or bias of information sources</p> <p>Explain the role of ethics in research, including the role of Institutional Review Boards</p> <p>Recognize ethical, legal and social issues surrounding the use of information (e.g., academic freedom, right to privacy, free and fee-based information, intellectual property)</p> <p>Explain the</p>

<p>the role of copyright and fair use</p> <p>Recognize ethical, legal and social issues surrounding the use of information (e.g., academic freedom, right to privacy, free and fee-based information, intellectual property)</p> <p>Assess the reliability, validity, accuracy, authority, timeliness, and point or view or bias of information sources</p>	<p>between them, including their scope, audience and intent (e.g., archival collections; government information; popular, trade, and scholarly publications)</p> <p>Trace source citation to original material, regardless of citation style and source format</p> <p>Categorize research topics by discipline; explain what constitutes an interdisciplinary topic</p>	<p>Recognize that different disciplines have different citation styles and style guidelines</p> <p>Apply discipline-specific style guide to research productions</p> <p>Document and organize personal research process and information sources</p>	<p>Boolean operators; execute cited reference searches</p> <p>Recognize and explain the value of tracking citations forward and backward</p>	<p>economic, legal, political, and socio-economic impacts on information access and use (e.g., censorship, constraints, costs, funded research, policies, scholarship)</p> <p>Distinguish between and explain the steps of a literature review</p> <p>Combine, relate, and reconcile new information with prior knowledge and beliefs</p> <p>Compare and contrast research from various sources to create an holistic analysis of a topic</p> <p>Recognize the value of original scholarship; construct an original argument or position based on research findings</p> <p>Identify important associations, publications, and scholars in the discipline; explain the role of these resources in the discipline; explain the contributions of individual scholars to the discipline</p>
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**Works Consulted**

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