

# Addendum to Library Information Literacy Curriculum

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## The University of Montana English Writing Competency

The University's English Writing Competency Guidelines include information literacy learning outcomes that students will gain upon completion of the required initial and upper-division writing courses. "Incorporating information literacy across curricula... requires the collaborative efforts of faculty, librarians, and administrators." (4) All liaison librarians are available to work with teaching faculty across disciplines to integrate information literacy into their writing courses and answer questions about information literacy. The Library hopes that the Library Information Literacy Curriculum document will provide guidance throughout the process.

## Additional Resources

The Association of College and Research Libraries (ACRL) maintains an up-to-date Information Literacy (<http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm>) web site that provides an overview of information literacy, guidelines and standards as well as resources and activities.

Discipline-based divisions within ACRL have tailored the *Information Literacy Competency Standards for Higher Education* for specific disciplines. To date, the following have been completed:

- Information Literacy Competency Standards for Anthropology and Sociology Students  
[http://www.ala.org/ala/mgrps/divs/acrl/standards/anthro\\_soc\\_standards.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/anthro_soc_standards.cfm),
- Research Competency Guidelines for Literatures in English  
<http://www.ala.org/ala/mgrps/divs/acrl/standards/researchcompetenciesles.cfm>,
- Political Science Research Competency Guidelines  
<http://www.ala.org/ala/mgrps/divs/acrl/standards/PoliSciGuide.pdf>, and
- Information Literacy Standards for Science and Technology  
<http://www.ala.org/ala/mgrps/divs/acrl/standards/infolitscitech.cfm>.

Select information literacy programs at higher education institutions:

- California State University Information Competence Initiative  
<http://www.calstate.edu/LS/infocomp.shtml>
- University of Connecticut General Education Guidelines  
<http://geoc.uconn.edu/geocguidelines.htm>
- University of North Dakota Goals of Essential Studies  
<http://www.und.edu/dept/registrar/EssentialStudies/ESGoalsatUND.html>
- University of Texas at Austin Campus Information Literacy Initiatives  
<http://www.lib.utexas.edu/services/instruction/faculty/literacy/initiatives.html>
- University of Washington Information Literacy Learning  
<http://www.lib.washington.edu/ougl/instructors/uwill.html>

Humes, Barbara. *Understanding Information Literacy*. Washington: National Institute on Postsecondary Education, Libraries, and Lifelong Learning, 1999. *US Dept. of Education*. Web. 17 Oct. 2008. <<http://www.ed.gov/pubs/UnderLit/index.html>>.

Humes provides clear distinctions between information literacy, computer literacy and library literacy: "Information literacy is not the same as computer literacy (which requires a technological know-how to

manipulate computer hardware and software) or library literacy (which requires the ability to use a library's collection and its services), although there is a strong relationship among all these concepts. Each of these literacies requires some level of critical thinking. ... Information literacy requires an awareness of the way in which information systems work, of the dynamic link between a particular information need and the sources and channels required to satisfy that need (Darch et al. 1997)."

Lau, Jesus. *Guidelines on Information Literacy for Lifelong Learning*. The Hague, Neth.: IFLA, 2006. *International Federation of Library Associations and Institutions*. Web. 17 Oct. 2008. <<http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf>>.

These guidelines provide a conceptual template to guide the creation of information literacy programs across library types and to frame the efforts of educators, librarians and information facilitators at the international level. Information literacy concepts and the connection of information literacy with lifelong learning are discussed.

Shapiro, Jeremy J., and Shelley K. Hughes. "Information Literacy as a Liberal Art: Enlightenment Proposals for a New Curriculum." *Educom Review* 31.2 (1996). *EDUCAUSE*. Web. 17 Oct. 2008. <<http://net.educause.edu/apps/er/review/reviewarticles/31231.html>>.

Shapiro and Hughes propose a broad view of Information literacy as "a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact..." They delineate information literacy as inclusive of the following seven literacies: tool literacy, resource literacy, social-structural literacy, research literacy, publishing literacy, emerging technology literacy and critical literacy.

Spitzer, Kathleen L., Eisenberg, Michael B., and Lowe, Carrie A. *Information Literacy: Essential Skills for the Information Age*. Washington: ERIC, 1998. *ERIC*. Web. 17 Oct. 2008. <<http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED427780>>.

This monograph traces the history and development of the term information literacy and provides examples of information literacy in a variety of K-12 and higher education contexts.