

Faculty Discussion Group 3: Library Research and Information Literacy

Summary: In the fall semester, the group surveyed faculty about library use and class research assignments. Building from the survey results, the group created an information literacy handout for faculty which outlines information literacy competency standards that we can expect from our students. These standards can serve as boilerplates for a syllabus or class research assignment. These standards will also be located on Angel and MyFC as well as the library homepage.

Core Information Literacy Competency standards adapted from Association of College and Research Libraries (ACRL)*

You are welcome to incorporate these skills into syllabi and course assignments

1. Define and articulate the need for information

- a. Confer with instructors and peers to identify a research topic or other information needed.
- b. Identify key concepts and search terms that describe the information needed
- c. Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
- d. Realize that information may need to be constructed with raw data from primary sources.

Beginner level

1. With guidance from the instructor and librarian, locate appropriate information to complete a class research assignment.
2. Identify and summarize differing presepectives on the same topic.

Intermediate level

1. In consultation with the instructor, acquire the information needed to complete an individual research project.
2. Evaluate differing points of view on the same topic and present an argument that weighs the relative merits of each.

Mastery level

1. Independently define a research topic and assemble the information needed to complete it.
2. Synthesize existing perspectives on a topic; formulate and present an original perspective.

2. Identify and evaluate sources of information.

- a. Evaluate the usefulness of various resources in all formats (e.g. , database, website, audio/visual material, newspaper, book, interview).
- b. Identify the purpose and target audience of potential resources.
- c. Identify the differences between scholarly literature, magazines, and trade publications.
- d. Differentiate between primary and secondary sources of information and recognize how their use and importance vary with each discipline.
- e. Recognize bias, prejudice, deception, and manipulation.

Beginner level (with the assistance of instructor or librarian)

1. Identify the type of each resource and the intended audience and how it applies to class assignment.
2. Construct and implement effectively designed search strategies.
3. Discriminate between sources and the target audience, and which resource is appropriate for use in college level writing.

Intermediate level

1. With assistance from a subject expert and/or librarian, construct and implement effectively designed search strategies using appropriate keywords, synonyms, controlled vocabulary as they apply to the student's field of study.
2. Assess the quantity, quality, and relevance of the search results to determine if there are gaps in information and if the original search strategy should be revised.

Mastery level

1. Read and evaluate resources at a critical level and truly understand their purpose, bias, or manipulation of the subject.
2. Recognize the cultural, physical, and/or other context within which information was created.

3. Access needed information effectively and incorporate selected information into his or her knowledge base.

- a. Critically think about information needed and construct relevant and effective search strategies.
- b. Develop efficient and effective approaches for accessing information.
- c. Construct searches with appropriate commands for different information retrieval systems (e.g., controlled vocabulary, keyword selection, proximity searching, and indices for books).
- d. Seek expert opinions through a variety of mechanisms (e.g., interviews, e-mails, listservs)

Beginner level

1. With feedback from instructor, determine whether gathered information satisfies the research need.
2. Construct search strategies with a focus on refining information sources to more appropriately match a developed thesis and/or research topic.
3. Read texts and select main ideas.

Intermediate level

1. Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.
2. Demonstrate an ability to analyze the structure and logic of supporting arguments or methods in gathered information sources.

Mastery level

1. Extend the initial hypothesis, when possible, at a higher level of abstraction to construct a new hypothesis that may require additional information.
2. Recognize interrelationships between concepts and combine them into potentially useful primary statements with supporting evidence.
3. Actively participate in subject specific discourse such as a conference, listserv, or interview.

4. Manage Information

- a. Integrate the new and prior information, including quotations and paraphrasing, in a manner that supports the project.
- b. Select from among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software, photocopier, scanner, audio/visual equipment, microfiche readers).
- c. Use various technologies to manage information selected and organized (e.g., EbscoHost personal folder options, citation software).
- d. Consistently apply correct citation style.

Beginner level

1. Understanding the research assignment requirements, organize the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards).
2. Integrate the new and prior information, including quotations and paraphrasing, in a manner that supports the project.
3. Manipulate digital text, images, and data, as needed, transferring them from their original locations and formats to a new context.
4. Correctly apply a citation style to all sources used in assignment.

Intermediate level

1. Differentiate between the types of sources retrieved and understand the elements and correct syntax of a citation for a wide range of resources.
2. Use various technologies to manage information selected and organized (e.g., EbscoHost personal folder options, citation software).

Mastery level

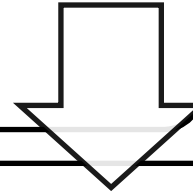
1. Maintain a journal or log of activities related to the information seeking, evaluating, and communicating process.
2. Reflect on past successes, failures, and alternative strategies.

5. Respect the ethical and legal aspects of information

- a. Identify and discuss issues related to free vs. fee- based access to information.
- b. Identify and discuss issues related to censorship and freedom of speech.
- c. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.
- d. Demonstrate an understanding of what constitutes plagiarism.

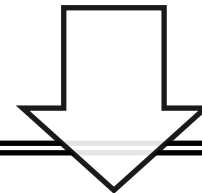
Beginner level

1. In conjunction with a library research session or with instructor, discuss and recognize the differences between free web resources and subscription based resources.
2. Demonstrate proper paraphrasing.
3. Identify verbatim material that can be appropriately quoted.
4. Use the software, *Turn It In*, for checking paraphrasing and safeguarding against unintentional plagiarism.



Intermediate level

1. Demonstrate an understanding of intellectual property and properly credit ideas, theories, and authors.
2. Understand type of source and its respective citation format (e.g., online journal or website, online newspaper or print newspaper, article from aggregated database, or free web resource).



Mastery level

1. Have awareness of alternative press and small publishers in contrast to mainstream media and larger publishing houses.
2. Discuss issues related to censorship and freedom of speech.

