

**Information Literacy Learning Outcomes for SUNY Oswego Undergraduates**

Standards (See full statement on front.)		Basic Level (to be met by end of first year)* Students will be able to:	Gateway Level (basic learning skills in major field)* Students will be able to:	Intermediate Level (to be met by end of Junior Year)* Students will be able to:	Capstone Level* Students will be able to:
<b>1. Information need</b>		<ul style="list-style-type: none"> <li>Identify &amp; focus a research topic</li> <li>Develop &amp; formulate a thesis statement and research questions</li> <li>Use a variety of background sources</li> </ul>	<ul style="list-style-type: none"> <li>Use background sources relevant to specific disciplines</li> </ul>		<ul style="list-style-type: none"> <li>Draw background and context information from materials in previous coursework to formulate and refine a research question.</li> </ul>
<b>2. Access information</b>	<i>Orientation</i>	Make use of resources and services – both physical and virtual – available through Penfield Library			
	<i>Searching</i>	<ul style="list-style-type: none"> <li>Search by keyword and subject heading field</li> <li>Read a catalog record and a citation record in an index</li> </ul>	<ul style="list-style-type: none"> <li>Perform searches with Boolean logic (AND/OR/NOT), truncation, synonyms, and subject heading fields</li> </ul>	<ul style="list-style-type: none"> <li>Use the vocabulary of the major field to construct searches</li> <li>Evaluate and revise searches and strategies to get improved results</li> </ul>	<ul style="list-style-type: none"> <li>Access, locate and retrieve information in various formats using tools specific to at least one major field of study.</li> <li>Search in tools and resources outside or on the periphery of the discipline</li> <li>Follow citations to trace the development of research and knowledge on a topic</li> <li>Seek out recommendations for sources from faculty and other experts</li> <li>Persist in searching for useful sources</li> </ul>
	<i>Indexes, databases and catalogs</i>	<ul style="list-style-type: none"> <li>Use general print and/or electronic indexing, and abstracting tools</li> <li>Use the Penfield Library Catalog</li> <li>Use the SUNYConnect Union Catalog</li> </ul>	<ul style="list-style-type: none"> <li>Begin using specialized tools relevant to the discipline</li> <li>Use OCLC's WorldCat</li> </ul>	<ul style="list-style-type: none"> <li>Use subject and discipline-specific tools</li> <li>Use appropriate tools outside the discipline area [interdisciplinary]</li> <li>Use other library's catalogs to check availability of items</li> </ul>	
	<i>Retrieving full text</i>	<ul style="list-style-type: none"> <li>Determine availability of an item with SFX, Journal Title List and Library Catalog</li> <li>Use location information and call number to find books on the shelf</li> <li>Place holds in the Library Catalog</li> <li>[Request material through SUNY Universal Borrowing, when available]</li> <li>View, download and/or print articles from full text databases</li> </ul>	<ul style="list-style-type: none"> <li>Use interlibrary loan</li> </ul>		
<i>Worldwide Web</i>	<ul style="list-style-type: none"> <li>Use selected websites (as noted in the textbook, by the instructor, or on the Library's Research Subject Guides)</li> </ul>	<ul style="list-style-type: none"> <li>Use general and specialty search engines, resource pages and web directories</li> <li>Use advanced search features of search engines</li> <li>Use discipline associated internet discussion groups</li> </ul>	<ul style="list-style-type: none"> <li>Use specialized web tools: portals, directories, specialty search engines &amp; the deep/invisible web</li> </ul>		
<b>3. Evaluation, critical thinking and learning</b>		<ul style="list-style-type: none"> <li>Select information appropriate to the need</li> <li>Critically read &amp; evaluate print &amp; electronic information. Look at: usefulness/relevance, timeliness/currency, appropriateness/audience, authority/credibility</li> <li>Distinguish between Internet and online, fee-based resources (library databases)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information from web sources.</li> <li>Distinguish between scholarly/academic vs. popular sources; Primary vs. secondary sources</li> <li>Begin building vocabulary within the major field</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend disciplinary literatures and professional communication within fields</li> <li>Identify prominent authors, journals and publishers in major field</li> <li>Understand the interdisciplinary nature of research</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate sources and information using the criteria and methods of a major field of study</li> <li>Explain the methodology and major issues in the major field</li> </ul>
<b>4. Uses information for a purpose</b>		<ul style="list-style-type: none"> <li>Complete a brief library research project</li> </ul>	<ul style="list-style-type: none"> <li>Complete an elementary project relevant to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Practice and develop research and communication skills in the major and in interdisciplinary areas</li> </ul>	<ul style="list-style-type: none"> <li>Produce an end-product relevant to the major field by effectively integrating the information they have found</li> </ul>
<b>5. Ethical, legal, economic, and social issues</b>		<ul style="list-style-type: none"> <li>Cite sources properly using a standard format</li> <li>Understand fully College policy on intellectual integrity</li> <li>Use library materials responsibly</li> <li>Respect the needs of other library patrons</li> </ul>	<ul style="list-style-type: none"> <li>Properly cite sources using a standard format for the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the contributions of shared library resources and of librarians' expertise to the benefit of communities and organizations</li> </ul>	<ul style="list-style-type: none"> <li>Value reliable information and sound reasoning, and the creation of knowledge in discipline communities</li> <li>Value intellectual integrity, freedom and privacy</li> </ul>

## Bibliography

ACRL (2000). *Information Literacy Competency Standards for Higher Education*. Online at <http://www.ala.org/acrl/> under the link to “Standards & Guidelines.”

ACRL (2000). *Readings for Faculty and Administration*. Online at <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/infolitforfac/infolitfaculty.htm>.

MSACHE (2003). *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum*. Philadelphia: MSACHE. Summary online at <http://www.msache.org/> under the link to “Publications.”

Ratteray, O.M.T. (2002). Information Literacy in Self-Study and Accreditation. *Journal of Academic Librarianship*. 28 (6), 368-375.

We gratefully acknowledge the Information Literacy Project at Philadelphia University for their permission to use the “Framework for an Information Literacy Program at Philadelphia University—Draft” (<http://www.philau.edu/infolit/documents.htm>).

### \*Key to Curriculum Levels

Basic—First Year courses. Students will be introduced to academic research and will learn foundational skills.

Gateway—The first course in the major field. Students will be introduced to the concepts and practices of a specific discipline.

Intermediate—Writing Across the Curriculum, and Intellectual Issues courses, as well as mid-level courses in the major. Students will develop their research and communication abilities through work in their major and other disciplines.

Capstone—Culminating experience in the major. Students will demonstrate mastery within the major field and also integration on their own terms of the undergraduate experience.

## Learning Outcomes for Information Literacy Throughout the Curriculum

Information literacy is an integrated view of reading, writing, thinking and information seeking skills. It has no content independent of other disciplines. Improved information literacy can drive improved learning of content and better mastery of a discipline can drive advanced information literacy. As students progress through their academic careers, they will achieve an increased level of sophistication in information literacy.

Examples of progression include:

- Moving from using broad, general reference sources to specialized tools specific to a major field of study
- Moving from using textbooks or general overviews, to using the core or “classics” within a field of study.
- Moving from a simplistic use of Google to more sophisticated uses of it and other search engines.
- Moving from using “any resource in a storm” to using only those that have passed a thoughtful critical evaluation
- Moving from researching broad, general topics, to formulating a tight yet researchable thesis query.
- Moving from simply stated search queries to well formulated search statements.
- Moving from a “copy and paste” mentality, to reading, analyzing, synthesizing and interpreting information into a form that is theirs.

Evidence of this progression may be found in:

- Students’ bibliographies.
- Databases used to locate these sources
- Search statements constructed to find these sources
- Research journals or logs
- Portfolios of drafts and other preliminary products

Faculty may use these outcomes to:

- Describe students’ development of information literacy in your discipline by adapting the outcomes to your major and minor programs
- Identify or develop learning experiences and assignments that provide opportunities to practice information literacy
- Incorporate information literacy expectations into grading and evaluation of student performance
- Plan a program assessment to show degree of student success in developing information literacy

### Information Literacy Competency Standards for Higher Education (ACRL 2000. Emphasis added)

1. The information literate student determines the nature and extent of the **information needed**.
2. The information literate student **accesses** needed information effectively and efficiently.
3. The information literate student **evaluates** information and its sources **critically** and incorporates selected information into his or her **knowledge base and value system**.
4. The information literate student, individually or as a member of a group, **uses information** effectively to accomplish a specific purpose.
5. 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**.