

Springfield College Information Literacy Program Review grid - December 2008 draft

Courses					
400 level					
300 level					
200 level					
100 level					
Standard 1	Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4	Standard 1.5
The information literate student determines the nature and extent of the information needed.	Students will be able to formulate a manageable thesis statement or research question based on a topic.	Students will be able to identify key terms that may be useful for locating information on a topic.	Students will be able to locate and retrieve resources within the physical and digital library.	Students will be able to differentiate between a scholarly and popular source, and a primary and secondary source.	Students will recognize that research material is available outside of Springfield College, and that research tools and library services are available to obtain material not owned by the college.

Courses				
400 level				
300 level				
200 level				
100 level				
Standard 2	Standard 2.1	Standard 2.2	Standard 2.3	Standard 2.4
The information literate student accesses needed information effectively and efficiently.	Students will be able to distinguish between online catalogs, databases, gateways to online databases, and Internet only search tools.	Students will be able to describe the organizational structure of library databases, and the difference between a keyword search and a subject or author search.	Students will be able to demonstrate an understanding of what a controlled vocabulary is and why it is used.	Students will be able to demonstrate an understanding of the concepts of Boolean logic and term truncation.

Courses	
400 level	
300 level	
200 level	
100 level	
Standard 3	Standard 3.1
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	Students will be able to apply evaluative criteria (e.g., author's expertise, currency, accuracy, type of publication, etc.) to information and its source.

Courses				
400 level				
300 level				
200 level				
100 level				
Standard 4	Standard 4.1	Standard 4.2	Standard 4.3	Standard 4.4
The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.	Students will be able to organize information in a manner that effectively conveys and supports the purpose of the document.	Students will be able to integrate new and prior information, including quotations and paraphrasing, in a manner that supports the purpose.	Students will be able to choose a communication medium and format that best supports the purposes of the intended audience.	Students will be able to communicate clearly and with a style that supports the purposes of the intended audience.

Courses					
400 level					
300 level					
200 level					
100 level					
Standard 5	Standard 5.1	Standard 5.2	Standard 5.3	Standard 5.4	Standard 5.5
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.	Students will be able to demonstrate an understanding of institutional policies on use of information technologies.	Students will be able to demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.	Students will be able to demonstrate an understanding of what constitutes plagiarism.	Students will be able to select an appropriate demonstration style and use it consistently to cite sources.	Students will demonstrate an understanding of institutional policies related to human subject research.

Key

	INTRODUCE CONCEPT
	REINFORCE CONCEPT
	MASTER CONCEPT
	N/A

