

# Information/Library Literacy Goals and Objectives

## Spring Hill College, March 2001

A library/information literate student can:

1. Articulate the component parts of a research problem and define a plan for acquiring information to solve it.
2. Employ productive and efficient information seeking strategies.
3. Understand and use information structures to develop productive search strategies.
4. Evaluate the appropriateness of resources and synthesize information resources into new forms of knowledge.

### **LIBRARY/INFORMATION LITERACY CAPABILITIES**

To be mastered during the Freshman year.

We want to impress on freshmen that **effective research requires prior planning**.

1. Before searching, students will be able to articulate the specific type(s) and format(s) of information needed.
  - a. Data/numeric, factual, primary, secondary, historical/current, biographical, statistical, government, etc.  
Lessons 1, 2, 3, 5
  - b. Journal, book, scholarly, popular, practitioner, etc.  
Lessons 1, 3
2. Before searching, students will use reference resources to narrow topics that are too broad, gain background knowledge, learn key concepts, and become familiar with specialized vocabulary.  
  
Example: Broad= Biomedical ethics Focused using reference sources= American Catholic response to cloning  
  
Lessons 3, 4, 5
3. Before searching, students will be able to select indexes, databases, and reference sources that match the type(s) of information needed.  
  
Lessons 3, 5
4. Students will be able to distinguish the characteristics and uses of the following types of "publications":
  - a. Scholarly research articles and books Lessons 1, 3
  - b. Popular, mass-media, and news publications Lessons 1, 3
  - c. Practitioner or industry and trade publications Lesson 1, 3
5. Students will be able to evaluate and choose information resources that match the purpose of a research problem. Evaluation of authors, publishers, and World Wide Web page sponsors will be based on:
  - a. authority
  - b. credibility
  - c. qualifications
  - d. reputation  
Lessons 3, 4
6. Students will demonstrate understanding of and competence at the beginning level, for each of the searching techniques below using both print and online sources.
  - a. Basic concepts of Boolean searching Lesson 4
  - b. Controlled vocabulary searching/keyword searching Lessons 2, 4
  - c. Related-record searching (using one good record to lead to other quality sources) Lessons 4, 5
7. Based on ethical aspects of plagiarism and copyright, students will properly cite sources using major citation style manuals.  
Lessons 6, 7

## **LIBRARY/INFORMATION LITERACY CAPABILITIES**

To be introduced in the sophomore year, mastered by the junior year.

In order to achieve mastery by the senior year, the following should be introduced beginning in the sophomore year, and be continually modeled, reinforced, and practiced at every opportunity during the junior and senior years.

1. Students will demonstrate understanding of the characteristics of information, research and publication within specific disciplines and their impact on research strategies and accessibility.
2. Students will demonstrate understanding that comprehensive coverage of a research problem will/may involve searching multiple sources in multiple formats.
3. Students will be able to analyze reasons for failed searches and make appropriate modifications in both online and print environments.
4. Students will demonstrate understanding of record structure in databases, indexes, online catalogs, and World Wide Web sources.
5. Students will demonstrate understanding of the ways in which indexing terms, controlled vocabularies, and database-specific enhancements affect ones ability to construct effect online searches.
6. Students will demonstrate understanding of and articulate the characteristics, differences, and uses of both multidisciplinary and subject specific indexes, abstracts, databases, and catalogs.
7. Students will demonstrate understanding of and competence at intermediate, and advanced levels, for each of the searching techniques below using both print and online sources.
  - a. Controlled vocabulary searching/keyword searching
  - b. Related-record searching
  - c. Type of literature/publication searching: bibliographies, primary sources, criticism, etc.
  - d. Advanced Boolean combination searching/field searching.
8. Students will demonstrate the ability to recognize authors' purpose, audience, bias or prejudice when evaluating informational items; determine what additional information resources may be required; and develop strategies for locating additional information sources to explain or resolve them.
9. Students will demonstrate the ability to make comparison, note similarities and differences between or among informational items.
10. Students will demonstrate the ability to recognize contradictions and inconsistencies in written or verbal language, data, images, and symbols, and develop strategies for locating additional information sources to explain or resolve them.