

Freshman Year Information Literacy Learning Objectives

Freshman Year Information Literacy Learning Outcomes: This chart describes the five standards of information literacy and specific competencies that should be achieved by CLU students during their freshmen year. The “instruction topics” focus on specific skills that can be introduced in the Freshman Seminar series and other freshman courses including English 111 and Religion 100. Instructors and information specialists/librarians will collaborate to teach these competencies and design assignments that encourage the development of these skills. Specific instruction topics should be selected in consultation with the course instructor. Consider introducing 2-3 topics from this menu for a 50-minute instruction session (i.e. the library catalog, ProQuest database, citing an online article if this would fit with the course instructor’s needs). These skills will be taught in more depth in more advanced courses so that students receive a sequenced information literacy experience.

<p>Standard One: The information literate student determines the nature and extent of the information needed</p>	<p>Standard Two: The information literate student accesses needed information effectively and efficiently</p>	<p>Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</p>	<p>Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose</p>	<p>Standard Five: 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.</p>
<p>Instruction Topic</p>	<p>Instruction Topic</p>	<p>Instruction Topic</p>	<p>Instruction Topic</p>	<p>Instruction Topic</p>
<p>Identifying search terms</p>	<p>Using the portal Using the online catalog</p>	<p>Evaluating a website (coverage, currency, accuracy, authority, objectivity/bias)</p>	<p>Incorporating facts and research into a paper, PowerPoint or other</p>	<p>Defining Plagiarism Importance of citing & referencing information Identifying “common knowledge” and why citing common knowledge is not required.</p>

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Popular vs. scholarly journals	Using Call numbers	Defining facts vs. opinions		Paraphrasing to avoid plagiarism
Primary, secondary, tertiary sources	Keywords vs. subject terms			Creating book citation using APA or MLA style
	Using synonyms for better retrieval			Creating article citation using APA or MLA style
	Introducing Boolean operators			Creating citation using APA or MLA style for article from online database
	Search engines vs. online databases			
	Using ProQuest (Freshman Seminar)			
	Using NetLibrary or eBrary			
	Using the Gale Databases (English 111)			
	Using ATLA & ProQuest Religion (Religion 100)			