

Ramapo College of New Jersey
George T. Potter Library
Faculty Guide:
Curriculum Map of the
Information Literacy Competency Standards for Higher Education

The attached curriculum map, based on that developed by library faculty and teaching faculty at Wartburg College in 2000 and revised in 2003, is customized for courses offered at Ramapo College. It details where each of the more than 80 Information Literacy Competency Standards for Higher Education, as defined by the Association of College and Research Libraries (ACRL) and available at <http://www.ala.org/acrl/ilcomstan.html>, will be taught in the Ramapo College Information Literacy program.

These 80 plus competencies will be infused into several of the 100-200 level General Education courses. Included in the first group of courses to contain mandated information literacy components are the following: First-Year Seminar (100 level); College English (100 level); and Readings in the Humanities (200 level). The chart is arranged in the order that most Ramapo College students take these courses. Entering freshmen are encouraged to register for First-Year Seminar during their first semester at Ramapo. College English is taken by 80% of incoming freshmen in their first semester at Ramapo, and the remaining 20% take it in their second semester here. Inasmuch as many freshmen are taking First-Year Seminar and College English at the same time, they will be absorbing information literacy competencies weighted differently in the two courses. Readings in the Humanities is generally taken during the sophomore year.

The entry labeled "In Class" refers to material taught by classroom faculty, as distinct from library faculty. Outcomes identified in this column are assumed to be taught or reinforced by professors as part of their courses. Although the breakdown presented here is specifically for General Education courses, we must consider the majors as well. For this reason, we have included a "Majors" column listing outcomes desired at that level. Most importantly, library faculty plan to work collaboratively with teaching faculty, and will continue to reinforce to students what has been taught in the classroom.

Library faculty members plan to continue to revise the lessons taught in the information literacy sessions based on feedback from the teaching faculty and from student data. This data will be derived from assessment tools administered before students enter Ramapo, following their sophomore year, and before graduation. In addition, members of the library faculty plan to produce a library assignment to be completed by students following particular information literacy sessions. As

expressed by the Wartburg College librarians, an analysis of this data will enable library faculty “to create a uniform experience for students by teaching a consistent body of knowledge that upper-division faculty can assume has been presented and discussed.”

Information literacy lessons in the General Education courses will introduce specific skills in the designated courses. The skills will, however, be reinforced in subsequent sessions. Information literacy sessions will focus on the following general themes:

- First-Year Seminar
 - ✓ Using overview sources to choose good search terms
 - ✓ Selecting databases and indexes
 - ✓ Differentiating between primary and secondary sources
 - ✓ Considering popular vs. scholarly information
- College English
 - ✓ Using finding and fact sources
 - ✓ Evaluating articles, books, and websites
 - ✓ Accessing discipline-specific information sources
- Readings in the Humanities
 - ✓ Analyzing bias and perspective in information

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Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicator 1:

The information literate student defines and articulates the need for information.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussion to identify a research topic or other information needed	✓	✓				
b. Develops a thesis statement and formulates questions based on the information need		✓				✓
c. Explores general information sources to increase familiarity with the topic	✓	✓				
d. Defines or modifies the information need to achieve a manageable focus		✓				
e. Identifies key concepts and terms that describe the information need	✓	✓		✓		
f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information		✓	✓			

Performance Indicator 2:

The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Knows how information is formally and informally produced, organized, and disseminated	✓		✓			
b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed		✓		✓		
c. Identifies the value and differences of potential resources in a variety of formats (i.e.. Multimedia, database, website, data set, audio/visual, book)	✓	✓				
d. Identifies the purpose and audience of potential resources (i.e.. Popular vs. scholarly, current vs. historical)	✓		✓			
e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline	✓			✓		
f. Realizes that information may need to be constructed with raw data from primary sources				✓		

Performance Indicator 3:

The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary; using resources at other locations; obtaining images, videos, text, or sound)	✓	✓				✓
b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context				✓		
c. Defines a realistic overall plan and timeline to acquire the needed information		✓				

Performance Indicator 4:

The information literate student reevaluates the nature and extent of the information need.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Reviews the initial information need to clarify, revise, or refine the question	✓	✓				
b. Describes the criteria used to make information decisions and choices		✓	✓			

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicator 1:

The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)				✓		✓
b. Investigates benefits and applicability of various investigative methods				✓		✓
c. Investigates the scope, content, and organization of information retrieval systems	✓	✓		✓		
d. Selects efficient and effective approaches for accessing the information needed from the method or information retrieval system			✓	✓		

Performance Indicator 2:

The information literate student constructs and implements effectively-designed search strategies.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Develops a research plan appropriate to the investigative method		✓				
b. Identifies keywords, synonyms, and related terms for the information needed	✓	✓				
c. Selects controlled vocabulary specific to the discipline or information retrieval source	✓			✓		
d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)		✓				
e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters		✓				
f. Implements the search using investigative protocols appropriate to the discipline		✓		✓		

Performance Indicator 3:

The information literate student retrieves information online or in person using a variety of methods.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Uses various search systems to retrieve information in a variety of formats	✓	✓				
b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration	✓	✓				
c. Uses specialized online or in person services at the institution to retrieve information needed (e.g. interlibrary loan/ document delivery, professional associations, institutional research offices, community resources, experts, and practitioners)						✓
d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information				✓		

Performance Indicator 4:*The information literate student refines the search strategy if necessary.*

Outcome	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Accesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized	✓	✓		✓		
b. Identifies gaps in the information retrieved and determines if the search strategy should be revised		✓		✓		
c. Repeats the search using the revised strategy as necessary		✓		✓		

Performance Indicator 5:*The information literate student extracts, records, and manages the information and its sources.*

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photo-copier, scanner, audio/visual equipment, or exploratory instruments)						✓
b. Creates a system for organizing the information						✓
c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources						✓
d. Records all pertinent citation information for future reference						✓
e. Uses various technologies to manage the information selected and organized						✓

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.****Performance Indicator 1:***The information literate student summarizes the main ideas to be extracted from the information gathered.*

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Reads the text and selects main ideas						✓
b. Restates textual concepts in his/her own words and selects data accurately						✓
c. Identifies verbatim material that can be then appropriately quoted						✓

Performance Indicator 2:

The information literate student articulates and applies initial criteria to evaluate both the information and its sources.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias		✓	✓			
b. Analyzes the structure and logic of supporting arguments or methods				✓		
c. Recognizes prejudice, deception, or manipulation			✓			
d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information			✓			

Performance Indicator 3:

The information literate student synthesizes main ideas to construct new concepts.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence				✓		✓
b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information				✓		✓
c. Utilizes computer and other technologies (e.g., spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena						✓

Performance Indicator 4:

The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Determines whether information satisfies the research or other information need		✓		✓		
b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources		✓	✓			
c. Draws conclusions based upon information gathered	✓	✓	✓	✓		✓
d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)				✓		
e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools, or strategies, and the reasonableness of the conclusions	✓	✓	✓			
f. Integrates new information with previous information or knowledge	✓	✓	✓	✓		✓
g. Selects information that provides evidence for the topic		✓				

Performance Indicator 5:

The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Investigates differing viewpoints encountered in the literature		✓				
b. Determines whether to incorporate or reject viewpoints encountered		✓				

Performance Indicator 6:

The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Participates in classroom and other discussions						✓
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)						✓
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)						✓

Performance Indicator 7:

The information literate student determines whether the initial query should be revised.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Determines if original information need has been satisfied or if additional information is needed		✓				✓
b. Reviews search strategy and incorporates additional concepts as necessary		✓				
c. Review information retrieval sources used and expands to include others as needed	✓	✓		✓		

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicator 1:

The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards)						✓
b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance						✓
c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance						✓
d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context						✓

Performance Indicator 2:

The information literate student revises the development process for the product or performance.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process					Recommended for history and research courses	
b. Reflects on past successes, failures, and alternative strategies	✓		✓			

Performance Indicator 3:

The information literate student communicates the product or performance effectively to others.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience						✓
b. Uses a range of information technology applications in creating the product or performance						✓
c. Incorporates principles of design and communication						✓
d. Communicates clearly and with a style that supports the purposes of the intended audience						✓

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

Performance Indicator 1:

The information literate student understands many of the ethical legal, and social issues surrounding the use of information and information technology.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Identifies and discusses issues related to privacy and security in both the print and electronic environments	✓			✓		✓
b. Identifies and discusses issues related to free vs. fee-based access to information	✓			✓		
c. Identifies and discusses issues related to censorship and freedom of speech						✓
d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material						✓

Performance Indicator 2:

The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")						✓
b. Uses approved passwords and other forms of ID for access to information resources	✓					✓
c. Complies with institutional policies on access to information resources						✓
d. Preserves the integrity of information resources, equipment, systems, and facilities				✓		✓
e. Legally obtains, stores, and disseminates text, data, images, or sounds	✓					✓
f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own		✓				✓
g. Demonstrates an understanding of institutional policies related to human subjects research				✓		

Performance Indicator 3:

The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes	First-Year Seminar	College English	Readings Humanities	Major		In Class
a. [Uses] an appropriate documentation style and uses it consistently to cite sources	✓	✓	✓	✓		✓
b. Posts permission granted notices, as needed, for copyrighted material						✓

Based on the Vogel Library, Wartburg College 2003 Curriculum Map of the Information Literacy Competency Standards for Higher Education

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