

# Information Literacy Student Learning Outcomes: Tier 1

## First-Year

**First Year Information Literacy Learning Outcomes:** This chart describes the five standards of information literacy and specific learning objectives that should be achieved by students during their first year experience. The learning outcomes focus on specific skills and competencies that can be introduced in freshman 100 level courses including Freshman Seminar, English 111 and Religion 100. These learning outcomes will serve as the foundation for developing assessments. Instructors and information specialists/librarians will collaborate with faculty to teach these competencies and design assignments that encourage the development of these skills. Specific instruction topics could be selected from the matrix below in consultation with the course instructor. A 50-minute instruction session might introduce 2-3 learning outcomes and competencies from this menu, such as, distinguishing between popular and scholarly journals, using the library catalog, searching the ProQuest database, or citing an online article. These learning outcomes and competencies will be taught in more depth in more advanced courses so that students receive a sequenced information literacy experience.

<p><b>Learning Outcome 1<sup>i</sup></b> The information literate student determines the nature and extent of the information needed.</p>	<p><b>Learning Outcome 2</b> The information literate student accesses needed information effectively and efficiently.</p>	<p><b>Learning Outcome 3</b> 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><b>Learning Outcome 4</b> The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.</p>	<p><b>Learning Outcome 5</b> 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><b>Information Competencies</b></p>	<p><b>Information Competencies</b></p>	<p><b>Information Competencies</b></p>	<p><b>Information Competencies</b></p>	<p><b>Information Competencies</b></p>
<p>Students will: Identify search terms appropriate to their topics in order to construct a simple database search.</p>	<p>Students will: Use the portal to sign in and access CLU electronic resources.  Use the online catalog to</p>	<p>Students will: Evaluate a website (coverage, currency, accuracy, authority, objectivity/bias) in order to determine authority,</p>	<p>Students will: Incorporate facts and research into a paper, PowerPoint or other format in order to synthesize their research and create a</p>	<p>Students will: Understand plagiarism in order to create original papers and work.</p>

# Information Literacy Student Learning Outcomes: Tier 1

## First-Year

	find books and resources in the library.	validity and relevance of a website to their research.	new information product.	<p>Create citations and references in order to appropriately attribute information.</p> <p>Describe “common knowledge” and explain why citing common knowledge is not required in order to properly attribute sources.</p>
Distinguish between popular and scholarly journals in order to recognize different types of periodicals.	Use call numbers in order to locate books in the library.	Define facts vs. opinions in order to determine the objectivity of information and to recognize bias.		Paraphrase information in their own words in order to avoid plagiarism.
Distinguish between primary, secondary, and tertiary sources in order to recognize different types of articles and sources.	Distinguish between keywords and subject terms in order to create precise search queries for searching online databases			Create a book citation using APA or MLA style in order to appropriately reference information.
	Use synonyms in order to broaden information retrieval when searching online databases.			Create an article citation using APA or MLA style in order to appropriately reference information.
	Apply Boolean operators			Create an article citation

## Information Literacy Student Learning Outcomes: Tier 1 First-Year

	in order to structure search queries.			using APA or MLA style for article from online database in order to appropriately reference information.
	Explain the difference between search engines vs. online databases in order to select the most appropriate resource.			
	Use ProQuest in order to find relevant articles for assignments.			
	Use the NetLibrary or eBrary in order to identify electronic books for assignments.			
	Use the Gale Databases to find literary criticism for English 111 assignments.			
	Use ATLA & ProQuest Religion in order to find relevant information for Religion 100 assignments.			

# **Information Literacy Student Learning Outcomes: Tier 1 First-Year**

---

<sup>i</sup> Learning Outcomes are directly related to the Information Literacy Competency Standards for Higher Education of the Association of College & Research Libraries (2000).