

Information Literacy (IL) Thread Criteria

The goals of the general education program describe expectations of students – “inquire critically,” “employ current research tools and strategies,” “investigate issues ... from more than one disciplinary approach,” and “active inquiry” – all of them point to the expectation that students know how to cull the vast amount of available information for that which is accurate and appropriate for research needs. The following Information Literacy Thread criteria set the guidelines for courses in which students will meet this challenge by learning to efficiently obtain, evaluate, and cite information.

Criteria

Information Literacy courses will

1. include research as a component of the course;
2. require students to produce evidence of research;
3. include the equivalent of at least 2 hours of information literacy instruction in the course syllabus;
4. address, at a minimum, the prescribed skills designated by the IR thread matrix.

To maximize their effectiveness, it is recommended that Information Literacy courses

5. be upper level courses;
6. have the assistance of the Library’s Reference department in the planning and/or implementation of the IR instruction.

It is recommended that students complete ENG 200 before or at the same time as taking an IR Thread course.

Notes: These criteria are not intended to restrict any other course from including information literacy skills as components of the course. The committee encourages the use of these skills throughout the curriculum. Continued use of IL skills will be the best way for students to understand the relevance of IL instruction and give them the opportunities to refine their research techniques. Consultation with the reference librarians is intended to guarantee adequate support for the IL thread courses.

Student Learning Outcomes

Upon completion of an Information Literacy course students will be able to

1. Critically evaluate a research problem;
2. Select appropriate information resources;
3. Use efficient techniques in searching library online catalogs, information databases, the World Wide Web, and traditional print and microform materials for research and general interest information;
4. Critically evaluate information for quality and appropriateness to the research problem;
5. Recognize bibliographic data in order to accurately cite research.

Overview

The IL thread is the third part of a developmental program in which students gain information literacy skills for research and for general knowledge. Students first encounter this information in English 111, *Principles of Writing*, and then in English 200, *Texts and Contexts*.

As a third level of this developmental plan, IL thread courses will include instruction that continues to refine students' skills. Incorporated into upper level courses, this instruction will introduce new search strategies and new resources particular to academic disciplines, while reinforcing the relevant skills and techniques.

The table below outlines the anticipated skills for each level of instruction.

Instruction levels	Level 1 (English 111)	Level 2 (English 200)	Level 3 (IL Thread)
Meredith Library Catalog searching	Basic searches in library catalog – author, title, subject	Advanced searches in library catalog – subject, Keyword	Additional search techniques in catalog – limits, etc.
Other library catalogs		Other libraries – i.e. NCSU catalog	More library catalogs & book finding aids -- Library of Congress, WorldCat
Boolean logic techniques	Boolean logic – and, or, not,	Boolean logic – truncation, nesting	Boolean logic -- proximity
Web searching	Search engines – basic differences	Advanced search engine techniques	Subject directories
Database searching	General databases – Academic Search Elite InfoTrac OneFile	Subject databases -- basic use	Major databases -- advanced techniques
Reference sources	General reference	Subject reference	Major subject reference
Citation instruction	General citations	More citation practice	More citation practice
Evaluation of sources	Evaluation of resources – general criteria	More evaluation of resources	More evaluation of resources