## General Education: Information Literacy (IL) Skills Thread CRITERIA

The **goals and program learning outcomes** of the general education program describe expectations of students. Particular goals and outcomes (bulleted below) refer directly to the need for developing Information Literacy (IL).

By completing a rich, coherent general education program that promotes active inquiry, intellectual development, and civic engagement, a Meredith graduate will demonstrate:

- the **ability to analyze, evaluate and discover solutions through critical reading and thinking skills**.
- recognition of ethical and responsible behavior in society, the global community, and the natural world **through the ability to reason and act ethically**.
- An understanding of the complex nature of knowledge through **fluency with technology and information literacy**.

All of these 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 accomplishing the associated IL student learning outcomes (SLOs) below the criteria.

### Criteria

**Information Literacy courses will . . .**

- include research as a significant component of the course and the course grade; at least 20% of a student’s grade will be generated from assignments that require students to demonstrate IL skills.
- require students to produce evidence of research *(the format or product to be determined by the conventions of the academic discipline)*;
- include the equivalent of at least 2 hours of information literacy instruction in the course syllabus;
- provide (a) rubric(s) to show how a student’s information literacy skills will be assessed by the instructor.

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

- be upper level courses;
- have the assistance of the Department’s Liaison Librarian in the planning and/or implementation of the IL instruction;
  - be completed **AFTER** a student completes ENG 200 or at the same time as taking ENG 200, and
    - address at a minimum the skills proscribed by the IL skills matrix (see p. 2).

### Important Notes

1. 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.
2. Consultation with the reference librarians is intended to guarantee adequate support for the IL thread courses.
3. You are not required to complete the 2 hours of IL instruction in one or two sessions. You may choose to implement the IL instruction as on-going, incremental collaboration with the Liaison Librarian. For example, fifteen minute or half-hour sessions may best fit your course needs and structure.
4. The General Education Committee has designed a rubric that must be used to assess IL courses for the purposes of general education program assessment (available at: [https://my.meredith.edu/webapps/portal/execute/tabs/tabAction?tabid=15932_1&tab_tab_group_id=149_1](https://my.meredith.edu/webapps/portal/execute/tabs/tabAction?tabid=15932_1&tab_tab_group_id=149_1) See on left: rubrics module). The instructor may or may not choose to use this rubric for grading purposes, but we recommend making sure that students are aware of the GenEd IL assessment criteria.

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General Education Student Learning Outcomes (SLOs) –
Upon completion of an IL designated course students will be able to:

1. Articulate a research question in the context of an academic discipline and identify the extent of information needed to address it,

2. Identify relevant primary and/or secondary source material using effective search strategies,

3. Evaluate the information and its sources critically and decide whether the initial question should be revised,

4. Synthesize the information with original insights and articulate sound conclusions that address the research question, and

5. Incorporate and cite sources ethically, as specified by disciplinary standards.

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

As a third level of this developmental plan, IL skills 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.

For reference, the table below outlines the anticipated skills for each level of instruction.

<table>
<thead>
<tr>
<th>Instruction levels</th>
<th>Level 1 (English 111)</th>
<th>Level 2 (English 200)</th>
<th>Level 3 (IL Thread)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meredith Library Catalog searching</td>
<td>Basic searches in library catalog – author, title, keyword</td>
<td>Advanced searches in library catalog – LCSH subject headings</td>
<td>Additional search techniques in catalog – using “limits,” etc.</td>
</tr>
<tr>
<td>Other library catalogs</td>
<td></td>
<td></td>
<td>More library catalogs &amp; book finding aids – Library of Congress, WorldCat</td>
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<tr>
<td>Boolean logic techniques</td>
<td>Boolean logic – AND, OR, nesting</td>
<td>Boolean logic – NOT, truncation, wildcards</td>
<td>Boolean logic – proximity</td>
</tr>
<tr>
<td>Web searching</td>
<td>Basic use of internet information</td>
<td>Basic use of internet information, some advanced search skills</td>
<td>Advanced search techniques</td>
</tr>
<tr>
<td>Database searching</td>
<td>General databases – Academic Search Complete</td>
<td>Subject databases – basic use, limiting &amp; refining searches</td>
<td>Major databases – advanced techniques</td>
</tr>
<tr>
<td>Reference sources</td>
<td>General reference</td>
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<tr>
<td>Citation instruction</td>
<td>General citations</td>
<td>More citation practice</td>
<td>More citation practice</td>
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<tr>
<td>Evaluation of sources</td>
<td>Evaluation of resources – general criteria</td>
<td>More evaluation of resources, including website evaluation</td>
<td>More evaluation of resources</td>
</tr>
<tr>
<td>Finding full-text articles</td>
<td>Basic use of Journal Finder</td>
<td>More practice with Journal Finder</td>
<td>More practice with Journal Finder</td>
</tr>
</tbody>
</table>

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