Objective 1.4: Information Literacy   Course: <u>UNIV 301 Information Literacy</u>

Students will effectively and responsibly gather, evaluate, and use information for scholarship and problem-solving.

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
1. Design a research plan that (a) incorporates a clear research question. Assignment meeting Outcome 1a: Research Plan	No clear, arguable research question.	Has a research question, but it is too broad or too narrow for the assignment/information need, or is poorly worded. The question does not generate argument or is easily answered without scholarly research.	The research question is specific, neither too broad nor too narrow for the assignment/information need, and is clearly worded. The question generates arguments and cannot be answered without scholarly research.	The research question that is focused, clear, and well stated. The question generates rich argument and deep scholarly research.
1. Design a research plan that (b) identifies appropriate information resources. Assignment meeting Outcome 1b: Research Plan	Identifies information resources that are appropriate to the information need, including 0-1 of the following: A) Types of information B) Sources of information C) Finding tools to search for information	Identifies information resources that are appropriate to the information need, including at least 2 of the following: A) Types of information B) Sources of information C) Finding tools to search for information	Identifies information resources that are appropriate to the information need, including all of the following: A) Types of information (e.g. primary/secondary sources and qualitative/quantitative information) B) Sources of information (e.g. monographs, reference works, and periodical articles, and scholarly, peer-reviewed, trade, news, and sensational works) C) Specifically-named finding tools to search for information (e.g. specific academic library catalogs,	Shows a deeper understanding of appropriate information needed for the information need, but not limited to: A) Types of information (e.g. tertiary sources or original data sets) B) Sources of information (e.g. archival materials, conference proceedings, expert interviews, and grey literature). C) Specifically-named specialized or discipline-specific finding tools (e.g. institutional and government repositories, archives, and open access databases/resources)

			scholarly databases, and web resources)	
2. Produce a research log that clearly demonstrates the application of appropriate keyword search criteria, such as Boolean operators, source types, and filters. Assignment meeting Outcome 2: Research Log	Includes keyword search criteria that are appropriate to the information need, including 0-1 of the following: A) Using keywords B) Refining search results by narrowing and broadening search terms C) Refining search results by applying filters	Includes keyword search criteria that are appropriate to the information need, including at least 2 of the following: A) Using keywords B) Refining search results by narrowing and broadening search terms C) Refining search results by applying filters	Includes keyword search criteria that are appropriate to the information need, including all of the following: A) Using keywords appropriate to both the information need and the finding tool B) Refining search results by narrowing and broadening search terms by appropriately using Boolean Operators (i.e. AND, OR, and NOT) C) Refining search results by applying filters appropriate to both the information need and the finding tool, (e.g. resource type, peer-reviewed sources, or publication year).	Shows a deeper understanding of the application of search criteria for the information need, including, but not limited to: A) Going beyond keyword searching (e.g. applying natural language searching when appropriate, using controlled vocabulary and subject headings) B) Going beyond Boolean Operators to narrow or broaden search terms (e.g. using truncation, wildcards, and nested search statements) C) Further refining search results by applying filters appropriate to both the information need and the finding tool, (e.g. topic/subject, publisher, language, or author)
3. Write an annotated bibliography that (a) critically analyzes the context, relevance, and authority of information sources, particularly in light of	Sources and Annotations do not summarize sources clearly, and/or annotations are plagiarized	Sources and Annotations include at least 2 to the following: A) Summarize sources but are less clear about the important ideas. Many quotes or paraphrasing are used	Sources and Annotations include all of the following: A) Clearly summarize the important ideas, data, and/ or results of each source. Few quotes or paraphrasing are used	Sources and Annotations show a deeper analyses, including, but not limited to: A) Clearly summarize the important ideas, data, and/ or results of each source. No quotes or paraphrasing are used, summaries are in their own words

		B) Include a limited analyses of the context of the sources	B) Clearly include an analyses of the context of the sources, (e.g. author, publisher, date and/or place of creation, the purpose of creation, publishing format and/or potential biases)	B) Clearly include a deeper analyses of the context of the sources, such as external factors that may have influenced the initial creation of the source and the work's impact on the discipline and society at large, both at the time of publication and after
new perspectives, additional voices, and changes in schools of thought. Assignment meeting Outcome 3a: Annotated Bibliography		C) Do not clearly articulate how sources relate to the topic and/or why those sources were chosen D) Use irrelevant or inaccurate information to address source authority and/or credibility. Few sources cited can be considered reliable and/or trustworthy E) Include a limited awareness of other viewpoints, diverse voices, influences, and/or schools of thought	C) Clearly articulate how sources relate to the topic and why they selected as a source D) Clearly address source authority and/or credibility by discussing expertise, but may not sufficiently relate expertise to the particular topic. Majority of sources cited can be considered reliable and/or trustworthy E) Clearly include other viewpoints, diverse voices, influences, and/or schools of thought	C) Clearly articulate how sources relate to the topic, each other, and the larger body of work and/or scholarship in the field or discipline D) Clearly addresses authority and credibility by examining how author expertise affects their qualifications to write on a specific topic. All sources cited can be considered reliable and/or trustworthy E) Clearly include a rich diversity of viewpoints, voices, influences, and/or schools of thought
3. Write an annotated bibliography that (b) applies appropriate disciplinary conventions of citation. Assignment meeting Outcome 3b: Annotated Bibliography	Does not provide citation for the sources, or, There is little or no adherence to correct and/or assigned style format in the document	Provides some identifying information, but not enough to reliably locate sources. There are several style errors to format and/or citations in the document's correct and/or assigned style that may interfere with understanding or reading the document	Provides sufficient information to identify and locate the sources, but may have a few minor errors in the correct and/or assigned style that do not significantly interfere with understanding or reading the document.	Provides sufficient information to identify and locate the sources, citation and format in the correct and/or assigned style with no errors.