

Faculty Resources for Building Student Information Competence

Goals/ Outcomes	ACRL Standard	Information Competencies/Skills	Basic Library Activities	Advanced Library Activities	Classroom Activities
Values Inquiry Determines scope of information needs	1.1, 1.2, 3.3, 4.1	<ul style="list-style-type: none"> Formulate a research question Identify general information sources Identify types and formats of information sources 	<ul style="list-style-type: none"> Create a Research Question(11)* Concept Map (9)* General Information Sources(8)* 	<ul style="list-style-type: none"> Taxonomy of Periodicals (26)* Primary and Secondary Sources (5)* 	Let's Buy a Car! (4)*
Applies strategies Accesses information efficiently/effectively	1.1, 1.4, 2.2, 2.3, 2.4	<ul style="list-style-type: none"> Free vs. fee –based information sources Construct a search statement 	<ul style="list-style-type: none"> Search Terms (12)* Search Statement (29) 	<ul style="list-style-type: none"> Boolean Logic Advanced Search Strategies Invisible Web 	
Evaluates sources Evaluates information sources	1.2, 1.3, 2.3	<ul style="list-style-type: none"> Informal and formal information production, organization, dissemination Online and in-library services (Interlibrary loan) Subject disciplines 	<ul style="list-style-type: none"> Information Cycle (web version) Information and Time (13)* 	<ul style="list-style-type: none"> Subject Directories (Internet) Subject Disciplines(10)* 	<ul style="list-style-type: none"> Evaluate Books for Value (24)* Interlibrary Loan
Uses tools	2.1, 2.3	<ul style="list-style-type: none"> Use the physical and digital libraries to access information Distinguish between a variety of search systems Use classifications systems for information retrieval 	<ul style="list-style-type: none"> What is a Catalog? (19)* Classification and Search Systems (22)* 	<ul style="list-style-type: none"> Information Retrieval Systems 	<ul style="list-style-type: none"> Selecting and Explaining a Database (30)*

Evaluates information content	3.2, 3.4, 5.1	<ul style="list-style-type: none"> • Evaluate information quality • Examine and compare information from various sources • Evaluate for point of view, bias, reliability, validity, and other criteria 	<ul style="list-style-type: none"> • Quality of Information (6)* • Evaluation Criteria 	<ul style="list-style-type: none"> • Evaluate Information on the Web (32)* • Database or Web (31)* 	<ul style="list-style-type: none"> • Evaluating Statistical Information (35)*
Synthesis Uses information to achieve a purpose	3.3, 3.4, 3.5, 3.6	<ul style="list-style-type: none"> • Organize content in support of purpose and format • Incorporate design principles • Integrate new and prior information 			<ul style="list-style-type: none"> • Write an Annotated Bibliography of Books (25)*
Uses information responsibly	2.5, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> • Discuss concepts of censorship, freedom of speech, intellectual property, copyright & fair use • Demonstrate understanding of plagiarism • Differentiate types of sources cited, correct syntax of citation, documentation styles 	<ul style="list-style-type: none"> • Copyright Video 	<ul style="list-style-type: none"> • Create a Noodletools Account; and Format a Magazine Citation 	<ul style="list-style-type: none"> • Plagiarism (15 or 16)*

*Refers to text: *Teaching Information Literacy: 35 Practical, Standards-based Exercises for College Students* by Joanna M. Burkhardt, Mary C. MacDonald and Andree J. Rathemacher. Chicago: American Library Association, 2003.

This document was prepared using ACRL Information Literacy Standards for Higher Education, with thanks to Pierce College for permission to use Goals/Outcomes. Prepared by Connie Tuisku, Librarian/Associate Professor at Palm Beach Community College.

8/2007