Information Literacy [LL] [L]
Skill Course Proposal Form

Department: _____

Department Chair
(name/signature/date): _____

Course Number and Title: _____

When do you want this course designation to go into effect?

_____

This application is for: intensive designation in information literacy [LL]   _____

practice/exposure designation in information literacy [L]   _____

Attach this form to the Curriculum Change form.

Attach a sample syllabus.

Please read both sets of questions for the intensive designation [LL] and the practice/exposure [L] designation, but respond only to the criteria for one proposed designation.

The learning outcome goals of information literacy are to help students develop "the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (AAC&U Information Literacy VALUE Rubric, 2013).

Courses with an intensive designation in information literacy [LL] dedicate a substantial portion of instruction during class or laboratory time and emphasize students' development of information literacy.

For an intensive designation [LL], please address all points that apply. (Attach separately as needed.)

1) Give examples of assignments that teach students to define the scope of the research project question or thesis, and its key concepts effectively. The students must be taught how to select sources that directly answer research questions.
2) Give examples of assignments that teach students to access information using effective, well-designed search strategies and appropriate information sources.
3) Give examples of assignments that teach students to critically evaluate factors related to information sources such as authority, currency, evidence, intended audience, and bias or point of view. How many and what variety of references are required for assignments?

Describe whether and when the instructor provides feedback on the quality of proposed sources.

4) Give examples of assignments that teach students effective use of citations and references in a specific field (APA, MLA, and Chicago). Explain how these assignments demonstrate the understanding of ethical and legal restrictions on the use of information.

5) Estimate the frequency of instruction, assignments and evaluation related to the above questions. Describe the criteria by which students will be evaluated on their achievement of information literacy.

6) Describe the extent to which the instructor and/or outside experts (e.g., librarians) will teach and evaluate the above skills.

Courses with a practice/exposure designation in information literacy [L] require students to critically analyze information to support course content. Students demonstrate their exposure to or practice of information literacy through at least one **substantial research-based assignment**, such as a research paper, speech, marketing or business plan, annotated bibliography, or presentation.

For a practice/exposure designation in information literacy [L], please address all points that apply. (Attach separately as needed.)

1) Provide examples of course assignments that expose students to or practice the use of information literacy to support course content. Examples might include a research paper, speech, marketing or business plan, annotated bibliography, or significant poster, textual, or audio/visual presentation.

2) Explain what research-based projects will be assigned.

3) Explain how students will access a variety of print and electronic sources.

4) To what extent will outside experts (e.g., librarians) participate in guiding students to navigate and choose appropriate research sources?