

# INFORMATION LITERACY GOALS AND OBJECTIVES

Indiana University Southeast Library  
Revised 8/2008

In September of 2003, the Indiana University Southeast Faculty Senate endorsed a revised set of nine General Education Goals and Outcomes, with the expectation that these goals and accompanying outcomes would be integrated into courses and experiences throughout the curriculum. The following is Goal # 4:

## Information Literacy

1. Use appropriate tools and technologies to identify, access, and evaluate, and use information effectively.
2. Use information responsibly, in accordance with legal and ethical principles.

Although helping students achieve these general education outcomes is a campus-wide responsibility, the Library, as the campus entity most obviously associated with information issues, has developed the following goals and objectives for Information Literacy.

Faced with an information need, students will:

## Identify

1. Recognize and articulate the information need.
  - a. Overcome "library anxiety" to seek appropriate assistance
  - b. State purpose of information need (speech, research paper, personal use etc).
  - c. Formulate questions based on information need.
  - d. Identify key words and concepts related to information need.
  - e. Construct appropriate search strategy for information need.
2. Identify and select appropriate sources of information.
  - a. Demonstrate awareness of the variety, scope, and limitations of the information resources and services available to them as IUS students. (print, electronic, and human.)
  - b. Identify sources based on subject covered (PsycInfo, ERIC, Business Source etc).
  - c. Identify sources based on format (databases, books, journals, directories, etc.)
  - d. Demonstrate ability to select sources by subject and format based on the information need.
  - e. Demonstrate ability to find and extract relevant information from source.
3. Recognize discipline differences in how information is formally and informally produced, disseminated, rendered legitimate, and accessed.
4. Demonstrate proficiency with specific information tools and strategies in the discipline of the major.

## Access

1. Access and use sources to retrieve information.
  - a. Demonstrate basic navigational understanding of all information sources, regardless of format (including print and electronic resources)
    - i. fields
    - ii. Boolean searching
    - iii. Controlled vocabulary vs. free-text searching
    - iv. Truncation
    - v. search mechanics
    - vi. indexes
    - vii. tables of contents

- viii. arrangement of data
- ix. explanatory notes
- x. bibliographies
- b. Be able to look at an unfamiliar information source and learn what it contains and how to use it.

### **Evaluate**

1. Demonstrate the ability to evaluate information.
  - a. Understand the necessity of evaluating the information retrieved.
  - b. Apply criteria for evaluating both print and digital information.
    - i. Currency
    - ii. Reputation and qualifications of author and publisher.
    - iii. author's apparent purpose and/or bias
    - iv. accuracy of facts
    - v. attribution of sources and appropriate documentation

### **Use responsibly**

1. Demonstrate responsible use of information.
  - a. Demonstrate understanding of intellectual property (copyright and plagiarism), equitable access, and privacy in relation to information.
  - b. Describe the reasons and basic conventions for citing information.

The Library Faculty is committed to moving students toward these outcomes by collaborating with teaching faculty to integrate these concepts into the curriculum at three levels: freshman, major-specific, and capstone.

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