Information Literacy Curriculum Map – Dorothy and Bill Cohen Honors College
Introduction

The following “map” is intended as a framework to guide in providing information literacy instruction for students enrolled in courses in the Dorothy and Bill Cohen Honors College. This framework is based on the standards outlined in the Association of College and Research Libraries’ (ACRL) Framework for Information Literacy for Higher Education.¹

There are two primary goals to this curriculum map. First, it is to provide an organized set of suggested information literacy skills and concepts to be taught to students at various levels of experience within academic work. Second, it is to provide faculty with an idea of what kind of concepts and skills they can expect Library faculty to be teaching to their students when they request an information literacy instruction session.

The map is broken up into four separate tables, each reflecting a different aspect of information literacy expectations, goals and outcomes. These levels are based roughly on the course levels found in the WSU Course Catalog:

- 100 Level – Beginner
- 200 Level – Advanced Beginner
- 300 Level – Intermediate
- 400 + Level – Upperclassmen & Graduate Students

Each table describes core elements of instruction and understanding required for competency in information literacy in higher education, delineated by:

- **Practices** (habits and skills to be studied and applied in student behaviors and learning)
- **Dispositions** (cognitive and experiential perspectives / critical thinking concepts necessary for information literacy)
- **Competences** (what these practices and concepts look like in student application)
- **Basic Curriculum Map Crosswalk** (abbreviated description of skills addressed at different competency levels)

These practices, dispositions, competencies and skills express the goals and expectations of information literacy instruction in higher education and are not meant to supersede the specific requests of faculty for instruction sessions. As always, these specific requests will be given first priority in instruction and the sessions will be built around them.

Please direct any questions regarding this map to:

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For complete ACRL Framework for Information Literacy for Higher Education descriptions please visit:  
http://www.al.org/acrl/standards/ilframework

For visual representations and simplified descriptions of each of the guiding frames of the ACRL Framework for Information Literacy for Higher Education please visit:  
http://www.spicynodes.org/a/e2bff5f988027dda45d82d2d0cab1a4e  
http://researchbysubject.bucknell.edu/framework/about  
https://www.canva.com/sumerian2

Simplified Description of the Association of College and Research Libraries’ (ACRL) Framework for Information Literacy for Higher Education

**Scholarship is a Conversation**
Scholarship is sustained discourse within a community of scholars or thinkers, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.

**Research as Inquiry**
Research is iterative and depends upon asking increasingly complex questions whose answers develop new questions or lines of inquiry in any field.

**Authority is Constructed and Contextual**
Authority depends upon the origin, the information need, and the context in which the information will be used. This authority is viewed with an attitude of informed skepticism and an openness to new perspectives.

**Format as a Process**
The essential characteristic of format is the underlying process of information creation, production, and dissemination, rather than how the content is delivered or experienced.

**Searching as Exploration**
Locating information requires a combination of inquiry, discovery, and serendipity. Information discovery is nonlinear and iterative, requiring the use of a broad range of information sources and flexibility.

**Information has Value**
The creation of information requires a commitment of time, original thought, and resources. Information may be valued more or less highly based on its creator, its audience/consumer, or its message.
<table>
<thead>
<tr>
<th>100 Level Courses</th>
<th>200 Level Courses</th>
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<tr>
<td><strong>PRACTICES:</strong></td>
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<td>Identify research questions; translate questions into keywords for searching</td>
<td>Choose and state a research topic; use research to refine topic</td>
<td>Choose the appropriate resources, sources, or investigative methods based on research need</td>
<td>Identify important associations, publications, and scholars in the discipline</td>
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<td>Critically evaluate information: assess the reliability, validity, accuracy, authority, timeliness, impact, and point or view or bias of information sources</td>
<td>Manage research with keyword and subject searching; broaden and narrow search terms</td>
<td>Combine new and prior knowledge to create original scholarship</td>
<td>Understand the complexity of information production processes and organization</td>
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<td>Recognize and Assess the value and distinctness of information resources (e.g., website sources, online journals, print material)</td>
<td>Recognize disciplinary discourses and terminology</td>
<td>Recognize the ways in which sources are utilized by different disciplines</td>
<td>Apply discipline-specific information resources and their organization and use</td>
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<td>Identify key stakeholders who are interested in the topic and might produce information</td>
<td>Execute both keyword and subject searches; execute revised searches to refine results</td>
<td>Identify gaps in research; compare and contrast research arguments, data, studies, and methodologies</td>
<td>Use advanced search strategies (e.g., use of controlled vocabularies, Boolean operators, cited references)</td>
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<tr>
<td>Construct in-text citations and a bibliography, inclusive of all source types and formats (e.g., articles, images, music; print, electronic)</td>
<td>Understand digital object retrieval and effects for strategic searching (controlled vocabularies, algorithms, filters, proprietary access)</td>
<td>Identify discipline-specific citation styles</td>
<td>Follow ethical and legal guidelines when citing information</td>
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<tr>
<td>Track and organize resources</td>
<td>Trace citation data back to original source</td>
<td>Articulate the difference between copyright (fair use, open access) and plagiarism</td>
<td>Communicate questions, new ideas, and research products appropriately and effectively through a variety of media.</td>
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<td>100-Level Courses</td>
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<td><strong>DISPOSITIONS:</strong></td>
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<td>Recognize ethical, legal and social issues surrounding the use of information (e.g., academic freedom, right to privacy, free and fee-based information, intellectual property)</td>
<td>Understand that intellectual property is a legal and social construct that varies by culture and across time</td>
<td>Consider research an open-ended process</td>
<td>Identify important associations, publications, and scholars in the discipline; explain the role of these resources and methods in the discipline; explain the contributions of individual scholars to the discipline</td>
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<td>Confer with instructors and librarians about appropriate research topics, information resources and search strategies</td>
<td>Understand and explain why there is usually not “one” source that will meet all research needs</td>
<td>Combine, relate, and reconcile new information with prior knowledge and beliefs</td>
<td>Explain the economic, legal, political, and socio-economic impacts on information access and use (e.g., censorship, constraints, costs, funded research, policies, scholarship)</td>
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<td>Value the distinctness of information sources (e.g., popular, trade, and scholarly; primary and secondary; current and historical, etc.)</td>
<td>Recognize different information sources and explain the value and differences between them, including their scope, audience and intent (e.g., archival collections; government information; popular, trade, and scholarly publications; blogs and social media)</td>
<td>Recognize the value of original scholarship; construct an original argument or position based on research findings</td>
<td>Describe key discipline-specific information resources and how they are organized and used</td>
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<td>Acknowledge biases that may privilege some sources of authority over others</td>
<td>Recognize his/her rights as a member of the academic community to freedom of intellectual inquiry and inviolate privacy in accessing library collections and services</td>
<td>Compare the use of information sources by discipline and value diverse ideas and worldviews</td>
<td>Persist in information searches despite challenges</td>
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<td>Recognize that different disciplines have different citation styles, style guidelines, and standards of production</td>
<td>Participate in academic scholarship and conversations; communicate original research in appropriate venues</td>
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### 100-Level Courses (Beginner)
- HNRS FYS
- FYRE Courses
- Departmental Courses

**COMPETENCE:**
- Identifies key concepts and terms that describe the information need.
- Accesses and explores general information sources to gain familiarity with topics. Confers with instructors, librarians & peers to identify topics and information need.
- Navigates library resources, services, and organization both physical and electronic.
- Conducts search strategies and revisions with appropriate commands and contextual terms.
- Describes criteria used to make information decisions and choices.
- Differentiates resources and selects according to projects or assignments.
- Recognizes systems of knowledge organization and multiple methods to access information.
- Understands concepts of peer-review and discipline-specific organizations of knowledge and resources.
- Cites information resources accurately.

### 200-400 Level Courses (Intermediate)
- HNRS Seminars – 300 levels
- e.g. 310X, 305, 312, 315

**COMPETENCE:**
- Formulates research questions based on projects and information need.
- Identifies appropriate investigative methods and efficient and effective approaches for accessing information.
- Uses effectively the services and resources available to retrieve information needed (physical, digital, inter-library loan and resource types).
- Defines realistic plans and timelines, creating a system for organizing information resources.
- Assesses the quantity, quality, and relevance of search results to determine scope, focus and revision of research topics.
- Communicates clearly in medium, format, and style that supports purposes of project and intended audience.
- Familiarity with course/subject guides and subject-specific databases.

### 500 + Level Courses (Advanced)
- HNRS 485 & 486
- Thesis/Project Advising

**COMPETENCE:**
- Recognizes that existing information can be combined with original thought, experimentation, and analysis to produce new information.
- Identifies gaps in information retrieved and incorporates additional concepts or methods as necessary.
- Understands the value, processes, contexts, and biases of discipline-specific knowledge creation and practices.
- Articulates knowledge and skills transferred from prior experiences to planning, creating, and producing alternative strategies.
- Analyzes structure and logic of supporting arguments or methods and determines whether to incorporate or reject viewpoints encountered.
- Participates in scholarly communication, products or performances.
- Understands fair use, copyright, and information rights management.
- Demonstrates interdisciplinary connectivity & communicates clearly and appropriately to research topics and intended audience.
### Skills Addressed at Different Competency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tr>
<td>Information resources exist beyond Google (explanation of SmartSearch)</td>
<td>Discipline specific research trends</td>
<td>Scholarly communication in the discipline</td>
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<tr>
<td>Recognizing when help is needed and how to access it</td>
<td>Citing information sources</td>
<td>Fair use and copyright</td>
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<tr>
<td>Evaluate information sources</td>
<td>Understanding assignments and recognizing when topics need revision</td>
<td>Synthesizing information from different sources</td>
</tr>
<tr>
<td>The concept of peer review</td>
<td>Conducting a literature review in discipline specific sources</td>
<td>Interdisciplinary connectivity</td>
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