

## PTC Ottenheimer Library Information Literacy Curriculum

*Based on the Association for College and Research Libraries Information Competency Standards for Higher Education*

*Introductory Level Skills for students of the Associate of Arts Program*

**Key: L = Librarian, C = Course Instructor, F = Four Year,**

**I =Introduce, R= Reinforce**

**NAI = Network of Illinois Learning Resources in Community Colleges Needs Assessment Instrument**

### Standard One

**Competency Standard One:** The information literate student determines the extent of the information needed.

**Performance Indicator 1:** The information literate student defines and articulates the need for information.

Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
1.1.a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need							
1.1.b. Develops a thesis statement and formulates questions based on the information need				C-I	C-R		
1.1.c. Explores general information sources to increase familiarity with the topic	a. Describes the difference between general and subject-specific information sources.	L-I	L-R	L-R			NAI - 3, 4, 5
	b. Demonstrates when it is appropriate to use a general and subject-specific information source (e.g., to provide an overview, to give ideas on terminology).		L-I	L-I			NAI - 12, 13
1.1.d. Defines or modifies the information need to achieve a manageable focus	a. Identifies an initial question that might be too broad or narrow, as well as one that is probably manageable.		L-I	L-I	L-R		NAI - 4, 5, 9
	b. Explains his/her reasoning regarding the manageability of a topic with reference to available information sources.		L-C-I		L-C-R		
	c. Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question.		L-C-I	L-C-I			NAI - 4, 5, 9
	d. Demonstrates an understanding of how the desired end product (i.e. the required depth of investigation and analysis) will play a role in determining the need for information.					I	English Literature NAI - 5, 18, 19
	e. Uses background information sources effectively to gain an initial understanding of the topic.					F	NAI - 3
	f. Consults with the course instructor and librarians to develop a manageable focus for the topic.	L-C-I	L-C-R	L-C-R	L-C-R		





Standard Two							
<b>Competency Standard Two: The information literate student accesses needed information effectively and efficiently.</b>							
<b>Performance Indicator 1: The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
<b>2.1.a. Identifies appropriate investigative methods (e.g., laboratory experiments, simulation, fieldwork.)</b>							
<b>2.1.b. Investigates benefits and applicability of various investigative methods.</b>							
<b>2.1.c. Investigates the scope, content, and organization of information retrieval systems</b>	a. Describes the structure and components of the system or tool being used, regardless of format (e.g., index, thesaurus, type of information retrieved by the system).					F	
	b. Identifies the source of help within a given information retrieval system and uses it effectively.		L-I	L-I	L-R		
	c. Identifies what types of information are contained in a particular system (e.g., all branch libraries are included in the catalog; not all databases are full text; catalogs, periodical databases, and Web sites may be included in a gateway).	L-I	L-I	L-I	L-R		
	d. Distinguishes among indexes, online databases, and collections of online databases, as well as gateways to different databases and collections.					F	
	e. Selects appropriate tools (e.g., indexes, online databases) for research on a particular topic.					F	NAI -12
	f. Identifies the differences between freely available Internet search tools and subscription or fee-based databases.		L-I	L-I	L-R		
	g. Identifies and uses search language and protocols (e.g., Boolean, adjacency) appropriate to the retrieval system.					Legal Research and Writing II	
	h. Determines the period of time covered by a particular source.					F	
	i. Identifies the types of sources that are indexed in a particular database or index (e.g., an index that covers newspapers or popular periodicals versus a more specialized index to find scholarly literature).		L-I	L-I	L-R		
	j. Demonstrates when it is appropriate to use a single tool (e.g., using only a periodical index when only periodical articles are required).		L-I		L-R		NAI - 3
	k. Distinguishes between full-text and bibliographic databases.					F	
<b>2.1.d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system</b>	a. Selects appropriate information sources (i.e., primary, secondary or tertiary sources) and determines their relevance for the current information need.					F	
	b. Determines appropriate means for recording or saving the desired information (e.g., printing, saving to disc, photocopying, taking notes).	L-I	L-I	L-I	L-R		
	c. Analyzes and interprets the information collected using a growing awareness of key terms and concepts to decide whether to search for additional information or to identify more accurately when the information need has been met.		L-I	L-I	L-R		

<b>Performance Indicator 2: The information literate student constructs and implements effectively-designed search strategies.</b>							
<b>Outcome</b>	<b>Objective</b>	<b>College Sem.</b>	<b>Speech Comm.</b>	<b>Comp I</b>	<b>Comp II</b>	<b>Program/ Course</b>	<b>Assessment Tools</b>
<b>2.2.a. Develops a research plan appropriate to the investigative method</b>	a. Describes a general process for searching for information.	L-I	L-I	L-I	L-R		
	b. Describes when different types of information (e.g., primary/secondary, background/specific) may be suitable for different purposes.						
	c. Gathers and evaluates information and appropriately modifies the research plan as new insights are gained.		L-C-I	L-C-I	L-C-R		
<b>2.2.b. Identifies keywords, synonyms and related terms for the information needed</b>	a. Identifies keywords or phrases that represent a topic in general sources (e.g., library catalog, periodical index, online source) and in subject-specific sources.	L-I	L-I	L-I	L-R		NAI - 10, 11, 14, 39
	b. Demonstrates an understanding that different terminology may be used in general sources and subject-specific sources.					F	NAI - 12, 13
	c. Identifies alternate terminology, including synonyms, broader or narrower words and phrases that describe a topic.		L-I	L-I	L-R		NAI - 4, 5, 9, 11, 39
	d. Identifies keywords that describe an information source (e.g., book, journal article, magazine article, Web site).	L-R	L-R	L-R	L-R		NAI - 3
<b>2.2.c. Selects controlled vocabulary specific to the discipline or information retrieval source</b>	a. Uses background sources (e.g., encyclopedias, handbooks, dictionaries, thesauri, textbooks) to identify discipline-specific terminology that describes a given topic.					F	NAI - 3
	b. Explains what controlled vocabulary is and why it is used.					F	NAI - 10, 11, 14
	c. Identifies search terms likely to be useful for a research topic in relevant controlled vocabulary lists.					F	NAI - 10, 11, 14, 39
	d. Identifies when and where controlled vocabulary is used in a bibliographic record, and then successfully searches for additional information using that vocabulary.					F	
<b>2.2.d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)</b>	a. Demonstrates when it is appropriate to search a particular field (e.g., title, author, subject).	L-I			L-R		
	b. Demonstrates an understanding of the concept of Boolean logic and constructs a search statement using Boolean operators.					F	
	c. Demonstrates an understanding of the concept of proximity searching and constructs a search statement using proximity operators.					Legal Research and Writing II	
	d. Demonstrates an understanding of the concept of nesting and constructs a search using nested words or phrases.					F	
	e. Demonstrates an understanding of the concept of browsing and uses an index that allows it.					F	
	f. Demonstrates an understanding of the concept of keyword searching and uses it appropriately and effectively.	L-I	L-R	L-R	L-R		NAI - 11, 14
	g. Demonstrates an understanding of the concept of truncation and uses it appropriately and effectively.					Legal Research and Writing II	





Performance Indicator 5: The information literate student extracts, records, and manages the information and its sources.							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
2.5.a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)						Sciences	
2.5.b. Creates a system for organizing the information.					C-I		
2.5.c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of sources	a. Identifies different types of information sources cited in a research tool.		L-C-I	L-I	L-R		NAI - 2, 28, 29
	b. Determines whether or not a cited item is available locally and, if so, can locate it.						NAI - 20, 21, 22, 23
	c. Demonstrates an understanding that different disciplines may use different citation styles.		C-L-I				NAI - 2, 36, 37
2.5.d. Records all pertinent citation information for future reference			C-L-I	C-L-I	C-L-R		
2.5.e. Uses various technologies to manage the information selected and organized						College-wide	
<b>Standard Three</b>							
<b>Competency Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</b>							
<b>Performance Indicator 1: The information literate student summarizes the main ideas to be extracted from the information gathered.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
3.1.a. Reads the text and selects main ideas						C-I: Developmental Reading	
3.1.b. Restates textual concepts in his/her own words and selects data accurately						C-I: Developmental Reading	
3.1.c. Identifies verbatim material that can be then appropriately quoted				C-I	C-R	C-R: English Literature	

Performance Indicator 2: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
<b>3.2.a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias</b>	a. Locates and examines critical reviews of information sources using available resources and technologies.					Introduction to the Internet	
	b. Investigates an author's qualifications and reputation through reviews or biographical sources.					F	
	c. Investigates validity and accuracy by consulting sources identified through bibliographic references.					F	
	d. Investigates qualifications and reputation of the publisher or issuing agency by consulting other information resources. (See also 3.4.e.)					F	
	e. Determines when the information was published (or knows where to look for a source's publication date).		C-L-I	C-L-I	C-L-R		NAI - 8, 35
	f. Recognizes the importance of timeliness or date of publication to the value of the source.		C-L-I	C-L-I			NAI - 8
	g. Determines if the information retrieved is sufficiently current for the information need.		C-L-I	C-L-I			
	h. Demonstrates an understanding that other sources may provide additional information to either confirm or question point of view or bias.						
<b>3.2.b. Analyzes the structure and logic of supporting arguments or methods</b>							
<b>3.2.c. Recognizes prejudice, deception, or manipulation</b>	a. Demonstrates an understanding that information in any format reflects an author's, sponsor's, and/or publisher's point of view.		L-I	L-I	C-L-R	C-I: Developmental Reading	NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 32, 38
	b. Demonstrates an understanding that some information and information sources may present a one-sided view and may express opinions rather than facts.		L-I	L-I	C-L-R	C-I: Developmental Reading	
	c. Demonstrates an understanding that some information and sources may be designed to trigger emotions, conjure stereotypes, or promote support for a particular viewpoint or group.		L-I	L-I	C-L-R	C-I: Developmental Reading	
	d. Applies evaluative criteria to information and its source (e.g., author's expertise, currency, accuracy, point of view, type of publication or information, sponsorship).		L-I	L-I	C-L-R		NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 32, 38
	e. Searches for independent verification or corroboration of the accuracy and completeness of the data or representation of facts presented in an information source.					F	
<b>3.2.d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information</b>	a. Describes how the age of a source or the qualities characteristic of the time in which it was created may impact its value.					F	
	b. Describes how the purpose for which information was created affects its usefulness.					F	
	c. Describes how cultural, geographic, or temporal contexts may unintentionally bias information.					History	

<b>Performance Indicator 3: The information literate student synthesizes main ideas to construct new concepts.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
3.3.a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence					C	Sciences	
3.3.b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information					C	Sciences	
3.3.c. Utilizes computer and other technologies (e.g., spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas or other phenomena		L-I				College-wide	
<b>Performance Indicator 4: The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
3.4.a. Determines whether information satisfies the research or other information need						College-wide	
3.4.b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources					C		
3.4.c. Draws conclusions based upon information gathered			C	C	C		
3.4.d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)						F	
3.4.e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions	a. Describes how the reputation of the publisher affects the quality of the information source. (See also 3.2.a.).					F	NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 38
	b. Determines when a single search strategy may not fit a topic precisely enough to retrieve sufficient relevant information.					F	
	c. Determines when some topics may be too recent to be covered by some standard tools (e.g., a periodicals index) and when information on the topic retrieved by less authoritative tools (e.g., a Web search engine) may not be reliable.		L-I	L-I	L-R		
	d. Compares new information with own knowledge and other sources considered authoritative to determine if conclusions are reasonable.					F	
3.4.f. Integrates new information with previous information or knowledge		C-I				C- Mathematics, Foreign Languages	

<b>3.4.g. Selects information that provides evidence for the topic</b>	a. Describes why not all information sources are appropriate for all purposes (e.g., ERIC is not appropriate for all topics, such as business topics; the Web may not be appropriate for a local history topic).		L-I	L-I	L-I			NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 32, 38
	b. Distinguishes among various information sources in terms of established evaluation criteria (e.g., content, authority, currency).						F	NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 32, 38
	c. Applies established evaluation criteria to decide which information sources are most appropriate.						F	NAI - 15, 16, 17, 18, 19, 24, 25, 26, 27, 32, 38
<b>Performance Indicator 5: The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.</b>								
<b>Outcome</b>	<b>Objective</b>	<b>College Sem.</b>	<b>Speech Comm.</b>	<b>Comp I</b>	<b>Comp II</b>	<b>Program/ Course</b>		<b>Assessment Tools</b>
<b>3.5.a Investigates differing viewpoints encountered in the literature</b>			C	C				
<b>3.5.b. Determines whether to incorporate or reject viewpoints encountered</b>			C	C				
<b>Performance Indicator 6: The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.</b>								
<b>Outcome</b>	<b>Objective</b>	<b>College Sem.</b>	<b>Speech Comm.</b>	<b>Comp I</b>	<b>Comp II</b>	<b>Program/ Course</b>		<b>Assessment Tools</b>
<b>3.6.a. Participate in classroom and other discussions</b>						College-wide		
<b>3.6.b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)</b>						Online courses, hybrid courses, other courses as required by instructor		
<b>3.6.c Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listervs)</b>							F	
<b>Performance Indicator 7: The information literate student determines whether the initial query should be revised.</b>								
<b>Outcome</b>	<b>Objective</b>	<b>College Sem.</b>	<b>Speech Comm.</b>	<b>Comp I</b>	<b>Comp II</b>	<b>Program/ Course</b>		<b>Assessment Tools</b>
<b>3.7.a Determines if original information need has been satisfied or if additional information is needed</b>					C			
<b>3.7.b. Reviews search strategy and incorporates additional concepts as necessary</b>	a. Demonstrates how searches may be limited or expanded by modifying search terminology or logic					L-I		NAI - 39
<b>3.7.c. Reviews information retrieval sources used and expands to include others as needed</b>	a. Examines footnotes and bibliographies from retrieved items to locate additional sources.					L-I		
	b. Follows, retrieves and evaluates relevant online links to additional sources.		L-I					
	c. Incorporates new knowledge as elements of revised search strategy to gather additional information.						F	

Standard Four							
<b>Competency Standard Four:</b> The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.							
<i>All Outcomes are best addressed by the course instructor, so there are no written library objectives.</i>							
<b>Performance Indicator 1:</b> The information literate student applies new and prior information to the planning and creation of a particular product or performance.							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
4.1.a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)			C	C	C	C: English Composition Fundamentals	
4.1.b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance						Foreign Languages, Mathematics	
4.1.c Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product of performance					C		
4.1.d Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context						Publications Internship, Computer Graphics, Photography	
<b>Performance Indicator 2:</b> The information literate student revises the development process for the product or performance.							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
4.2.a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process						F	
4.2.b. Reflects on past successes, failures, and alternative strategies						F	
<b>Performance Indicator 3:</b> The information literate student communicates the product or performance effectively to others.							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
4.3.a Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience						Creative Writing	
4.3.b. Uses a range of information technology applications in creating the product or performance						CIS	
4.3.c. Incorporates principles of design and communication						Publications Internship, Computer Graphics, Photography	
4.4.d. Communicates clearly and with a style that supports the purposes of the intended audience			C			Publications Internship	

Standard Five							
<b>Competency Standard Five: The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.</b>							
<b>Performance Indicator 1: The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
5.1.a. Identifies and discusses issues related to privacy and security in both the print and electronic environments						CIS	
5.1.b. Identifies and discusses issues related to free vs. fee-based access to information	a. Demonstrates an understanding that not all information on the Web is free, i.e., some Web-based databases require users to pay a fee or to subscribe in order to retrieve full text or other content.		L-I	L-I	L-R		
	b. Demonstrates awareness that the library pays for access to databases, information tools, full-text resources, etc., and may use the Web to deliver them to its clientele.		L-I	L-I	L-R		
	c. Describes how the terms of subscriptions or licenses may limit their use to a particular clientele or location.		L-I	L-I	L-R		
	d. Describes the differences between the results of a search using a general Web search engine (e.g., Yahoo, Google) and a library-provided tool (e.g., Web-based article index, full-text electronic journal, Web-based library catalog).		L-I	L-I	L-R		NAI - 24, 25, 26, 27, 32
5.1.c. Identifies and discusses issues related to censorship and freedom of speech.						Creative Writing, Publications Internship, Political Science	
5.1.d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material.					L-C-I	F	
<b>Performance Indicator 2: The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.</b>							
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/ Course	Assessment Tools
5.2.a. Participates in electronic discussions following accepted practices (e.g., "Netiquette")						College-wide Online and Hybrid Classes	
5.2.b. Uses approved passwords and other forms of ID for access to information resources						College-wide: Campus Connect, PTC Portal, Database Access	
5.2.c. Complies with institutional policies on access to information resources						College-wide	
5.2.d. Preserves the integrity of information resources, equipment, systems and facilities						CIS	
5.2.e. Legally obtains, stores, and disseminates text, data, images, or sounds						CIS	
5.2.f Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own			C-I	C-I	C-R		

5.2.g. Demonstrates and understanding of institutional policies related to human subjects research							F	
<b>Performance Indicator 3: The information literate student acknowledges the use of information sources in communicating the product or performance.</b>								
Outcome	Objective	College Sem.	Speech Comm.	Comp I	Comp II	Program/Course	Assessment Tools	
<b>5.3.a. Selects an appropriate documentation style and uses it consistently to cite sources</b>	a. Describes how to use a documentation style to record bibliographic information from an item retrieved through research.		L-I	L-I	L-I		NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37	
	b. Identifies citation elements for information sources in different formats (e.g., book, article, television program, Web page, interview).		L-I	L-I	L-I		NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37	
	c. Demonstrates an understanding that there are different documentation styles, published or accepted by various groups .		L-I				NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37	
	d. Demonstrates an understanding that the appropriate documentation style may vary by discipline (e.g., MLA for English, University of Chicago for history, APA for psychology, CBE for biology)		L-I				NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37	
	e. Describes when the format of the source cited may dictate a certain citation style.						F	NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37
	f. Uses correctly and consistently the citation style appropriate to a specific discipline.					C-R		NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37
	g. Locates information about documentation styles either in print or electronically, e.g., through the library's Web site.		L-I	L-I	L-R			NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37
	h. Recognizes that consistency of citation format is important, especially if a course instructor has not required a particular style.						F	NAI - 29, 29, 30, 31, 32, 33, 34, 35, 36, 37
<b>5.3.b Posts permission granted notices, as needed, for copyrighted material</b>						F		