**Information Literacy Student Learning Competencies**

**IL SLC 1: ACCESS Students will understand the role of the library in college learning and have the ability to access library services and resources**

1:1 Recognize the librarians as contacts for information about using library resources for research.

1:2 Locate library facility and service points.

1:3 Locate information about library opening hours, contact information and links to library resources.

1:4 Explain the difference between resources accessed through the library and those found on the open web.

1:5 Explain when turning to library resources would be more beneficial/effective than using the open web and vice-versa

1:6 Navigate to at least one introductory level library tool for topic search

1:7 Navigate to online catalog for simple topic search

1:8 List indicators for differences between books and articles

**IL SLC 2: INQUIRY Students will be able to use appropriate discovery methods to define an initial topic and formulate a focused research question.**

2:1 Interpret an assignment so as to determine required research parameters

2:2 Use brainstorming, concept mapping or other presearch methods to identify a topic of interest.

2:3 Explore problems and questions related to their topic as a basis for developing a legitimate research question.

2:4 Seek multiple perspectives during information gathering process.

2:5 Synthesize ideas gathered from multiple resources and develops own point of view based on supportive evidence.

2:6 Analyzes gathered information for conflicting information or gaps in knowledge and formulates additional questions for research to address those weaknesses.

**IL SLC 3: SEARCH Students will apply appropriate search strategies to effectively and efficiently locate reliable information related to a topic.**

3:1 Break down a research question by identifying key concepts, synonyms and related terms appropriate for a search query.

3:2 Identify interested parties, such as scholar, organization, governments, and industries, who might produce information about a topic and determine how to access that information.

3:3 Match information needs and search strategies to appropriate search tools

3:4 Read a search results page and refines search strategies as necessary, based on search results.

3:5 Use different types of searching language appropriately and effectively apply search techniques such as truncation, phrase searching and database filters.

**IL SLC 4: EVALUATION Students will evaluate information using a variety of criteria to determine it’s value, relevance and accuracy.**

4:1 Use indicators of authority, accuracy, objectivity, currency and context to determine the credibility and usefulness of sources (ACC)

4:2 Recognize that authoritative content may be packaged differently and may include sources of all media types.

4: 3 Define different types of authority, such as scholar, subject expertise, professional or special experience (participant in historic event).

4:4 Identifies and analyzes different viewpoints in order to cultivate a self-awareness of their own biases and world views.

4:5 Recognize the implications of information formats that contain static or dynamic information.

4:6 Articulating the purposes of various types of information as well as their distinguishing characteristics.

4:7 Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

4:8 Critically evaluates contributions made by others in a participatory information environment.

**IL SLC 5: ATTRIBUTION Students will demonstrate an understanding of why, when, and how to give proper attribution to original ideas.**

5:1 Credit original ideas of others through proper citation based on a specified style format.

5:2 Exhibit proper use of paraphrasing, citations, footnotes in written work.

5:3 Recognize what constitutes plagiarism and how to avoid intentional and unintentional plagiarism.

5:4 Recognize when it is necessary to seek permission before using information or original work by others.

5:5 Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.