**JCC Information Literacy Student Learning Competencies Crosswalk**

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| JCC Information Literacy | JCC 6 | SUNY GenED | ACRL Framework |
| **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 | **Outcome #4 - Graduates shall demonstrate the ability to select and use the most appropriate technological tool(s) and understand technology’s impact on self and society.** | **Understand and use basic research techniques. *(Information Management)*** | **Information Creation as Process**  *Knowledge Practices:*   * articulate the capabilities and constraints of information developed through various creation processes; * assess the fit between an information products creation process and a particular information need; * articulate the traditional and emerging processes of information creation and dissemination in a particular discipline; * recognize that information may be perceived differently based on the format in which it is packaged; * recognize the implications of information formats that contain static or dynamic information; |
| **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. | *(Outcome #4)* | **Research a topic, develop an argument, and organize supporting details. *(Basic Communication)***  **Understand and use basic research techniques. *(Information Management)***  **Locate, evaluate, and synthesize information from a variety of sources. *(Information Management)*** | **Research as Inquiry**  *Knowledge Practices***:**   * formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information; * determine an appropriate scope of investigation; * deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; * use various research methods, based on need, circumstance, and type of inquiry * synthesize ideas gathered from multiple sources;   **Searching as Strategic Exploration**  *Knowledge Practices:*   * determine the initial scope of the task required to meet their information needs; * identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information; * utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching; |
| **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 by apply search techniques such as truncation, phrase searching and database filters. | *(Outcome #4)*  **Outcome #5 - Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.** | **Understand and use basic research techniques. *(Information Management)*** | **Searching as Strategic Exploration**  *Knowledge Practices:*   * identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information; * match information needs and search strategies to appropriate search tools; * understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information; * use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately; * manage searching processes and results effectively   **Information Creation as Process.**   * recognize the implications of information formats that contain static or dynamic information; |
| **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. | **Outcome #5 - Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.** | **Identify, analyze, and evaluate arguments as they occur in their own or other’s work. (*Critical Thinking*)**  **Locate, evaluate, and synthesize information from a variety of sources. (*Information management*)** | **Authority is Constructed and Contextual**  *Knowledge Practices:*   * define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event); * use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility; * understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, some scholars would challenge the authority of those sources; * recognize that authoritative content may be packaged formally or informally and may include sources of all media types; * acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice; * understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.   **Scholarship as Conversation**  *Knowledge Practices:*   * critically evaluate contributions made by others in participatory information environments; * identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge; |
| **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. | **Outcome #5 - Graduates shall have the ability to access, evaluate, synthesize and communicate information effectively using a variety of sources, including print and electronic.** | **Research a topic, develop an argument, and organize supporting details. *(Basic Communication)*** | **Information has Value**  *Knowledge Practices:*   * give credit to the original ideas of others through proper attribution and citation; * understand that intellectual property is a legal and social construct that varies by culture; * articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.   **Scholarship as Conversation**   * Cite the contributing work of others in their own information production. |