**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 search1:7 Navigate to online catalog for simple topic search1:8 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;
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| **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;
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| **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 tools3:4 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;
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| **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;
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| **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.
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