Information Literacy Instruction Program

Introduction

These goals and guidelines are based on the knowledge and experience of the subject-specialist librarians as well as on the ACRL Information Literacy Competency Standards for Higher Education published by ACRL in 2000. This program document lists what students need to know to function successfully as information literate individuals in our information-rich society.

An important component of the instruction program is the collaboration of librarians and faculty working together to meet the needs of the students. Each library instruction session should address the requirements of a specific assignment or paper and also give students a good foundation in learning the information literacy standards.

When preparing a session, librarians need to be aware that there are many different learning styles and that each student will not have the same level of knowledge. In recognition that there is a progression of learning that takes place, separate goals for library instruction have been created for First Year Students, Upper Level Undergraduate Students, and Graduate Level students.

For First Year Students

Introduction to the Library

First year students at Cleveland State University are required to attend an introductory library session as part of their Introduction to University Life (ASC 101, ASCS 101, HON 101, BUS 101, or ESC 100) course. During the session, students will be introduced to the Michael Schwartz Library, its resources and its services.

After completing this session, students will be able to:

- Access and navigate the CSU Library web pages to locate general information about the library facility, services and information resources.
- Identify the CSU Library home page as the starting point for academic research.
- Recognize the SCHOLAR catalog, explain its uses and execute a basic search.
- Define what an item record is and identify the information found on an item record.
- Recognize the Library of Congress Classification System and understand call numbers.
- Define OhioLINK, access the OhioLINK catalog, and request library materials.
- Define what a research database is and identify the types of resources it provides.
- Access a database and conduct a basic search in the database.

First Year Writing Program and the Library

The librarians at Cleveland State University work closely with the First Year Writing Program faculty to integrate information literacy instruction into College Writing II (ENG 102). During this library session
students learn about the research process, practice search strategies, and use the available tools and sources to conduct research for their class assignments. The session is designed to expand students’ understanding of the role information literacy plays in their academic work and personal lives. Faculty are encouraged to schedule a minimum of one library session for their College Writing II courses; two sessions are highly recommended. College Writing I (ENG 101) faculty are also invited to schedule information literacy sessions that will support class assignments.

After completing this session, students will be able to:

- Define and state their information needs and identify key concepts and terms.
- Identify keywords, synonyms and related terms for a topic.
- Construct search statements by effectively combining search terms with AND, OR and NOT operators.
- Use Scholar and OhioLINK catalogs to locate relevant sources for a research paper.
- Implement the search statements in Academic Search Complete or other appropriate database to locate relevant articles.
- Locate and retrieve relevant sources in a variety of formats.
- Identify MLA citation style and use it to properly document sources used in research paper.

For Upper Level Undergraduate/Subject Specific Instruction

Students working in their major or minor fields will build upon their basic library skills to be able to identify, evaluate and use specialized resources in their field, including the evaluation and use of the Internet as a research tool.

Students will be able to:

- Use the major Library-supplied research databases in their field to find articles and books and:
  - Evaluate the structure, and use the tools and features of different databases.
  - Construct efficient and effective searches.
  - Evaluate search results to choose the most relevant citations and articles for their topic.
  - Determine if the Library owns or has access to the publications needed.
  - Manipulate and save the results of their searches.
  - Be aware of alternate free sources of access such as OhioLINK, Interlibrary Loan and online resources of Cleveland Public Library.
- Process information for use in their papers and:
  - Use the appropriate citation guide in their field
  - Use RefWorks or other citation managers to keep track of complex research and cite properly.
  - Understand the meaning of plagiarism and the ethical use of information.
- Effectively use the general Internet for additional research and:
  - Know how to identify websites of organizations most likely to provide reliable information.
  - Evaluate websites for timeliness, accuracy, bias, etc.
Understand how to find out if the Library offers access to sources offered for a fee on the Internet.

For Graduate Level Instruction
Graduate students need to acquire and use information literacy skills at a higher, more in-depth level than undergraduates. This is especially true for those students who will be writing theses or dissertations. Graduate students must be able to find specific articles in their disciplines, they must be able to develop appropriate search strategies, and they must be able to evaluate their sources. Then they must properly synthesize the information as they work on conducting literature reviews and developing new research.

Graduate students should be encouraged to seek one-on-one research help with the appropriate librarian.

Library instruction will be planned in conjunction with the goals of faculty.

The following plan shows how each of the ACRL Information Literacy Competency Standards for Higher Education will be addressed.

Standard One
The information literate student determines the nature and extent of the information needed.
- Identifies a variety of types and formats of subject-specific information sources.
- Knows the differences between scholarly/academic and popular works.
- Understands the peer-review process in scholarly communication.

Standard Two
The information literate student accesses needed information effectively and efficiently.
- Identifies keywords, synonyms, and related terms for the information needed.
- Conducts searches in library catalogs, such as the SCHOLAR Online Catalog and the OhioLINK Central Catalog, to locate and retrieve books, multimedia materials, and other items in various formats.
- Conducts searches in research databases to locate and retrieve articles from journals, magazines, and newspapers.
- Knows the differences between keyword searching and subject searching, and uses controlled vocabulary and Library of Congress subject headings as appropriate.
- Uses the Boolean operators AND, OR, NOT to combine search terms as needed.
- Evaluates search results to determine if research needs are met; modifies search terms as appropriate and conducts additional searches; limits or expands search results as necessary.
- Knows how to read a citation and distinguishes different formats, such as books, journal articles, newspaper articles, websites, etc.
- Knows how to locate a specific item by its citation using Journal Finder or other appropriate tools.
- Uses Find It! / OLinks in research databases to check the full text availability of articles.
- Uses additional avenues, such as OhioLINK, InterLibrary Loan, and Cleveland Public Library, to obtain items that are not available at CSU.

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.
- Critically evaluates information sources using appropriate criteria, such as currency, relevance, authority, accuracy, and purpose.
• Understands the benefits and the drawbacks of using the Internet for research.
• Integrates new information with previous information or knowledge.

**Standard Four**
**The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.**
• Conducts a literature review and synthesizes the results to complete a project.
• Organizes information to support the purposes and format of the final product, such as a research paper, presentation, group project, thesis, or dissertation.
• Knows that writing help is available at the Writing Center in the Library if needed.

**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.**
• Understands and avoids plagiarism by properly citing all sources according to a specific citation style, such as APA or MLA.
• Uses RefWorks to manage research and to cite sources.
• Knows that access to research databases and to other library resources is restricted to current CSU faculty, staff, and students due to costs and licensing agreements with publishers and vendors.