

Critical Capacities and Skills – (CCS 2) – Information Literacy

Description:

“Students will demonstrate the ability to locate, evaluate, select and assess relevant information, use abstract ideas to interpret information effectively, and come to well-reasoned conclusions and solutions.”

Intended Learning Outcomes:

Students will demonstrate:

1. the ability to determine the nature and extent of information needed.
2. the ability to access needed information effectively and efficiently.
3. the capacity to evaluate information and its sources critically.
4. individually, or as a member of a group, the ability to use information effectively in order to accomplish a planned objective.
5. the ethical and legal use of information.

Course Guidelines:

1. The courses will require students to complete an assignment for which they will need to find, access, evaluate, and use information.
2. The courses will require students to use appropriate information sources effectively and ethically to resolve an information need presented by an assignment required for course completion.

Application for Inclusion in the General Education Curriculum

Area: CCS2 Information Literacy

Course:

Contact Person

Proposing Department:

Attach to this form the following:

- 1. Core syllabus *common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student's mastery of the learning outcomes.

Area specific details:

CCS 2 requires students to demonstrate the ability to locate, evaluate, select and assess relevant information, use abstract ideas to interpret information effectively, and come to well-reasoned conclusions and solutions.

Assessment Rubrics for CCS 2:

Information Literacy Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Determine the nature and extent of information needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Information sources selected directly relate to concepts or answer research questions.	Defines the scope of the research question or thesis completely. Can determine key concepts. Information sources selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or two narrow, etc.). Can determine key concepts. Information sources selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty defining key concepts. Information sources selected do not relate to concepts or answer research question.
Access Information	Locates reliable, discipline-specific information from a variety of sources.	Locates quality information on a topic from a variety of sources.	Locates needed information on a topic from a variety of sources.	Minimally successful at locating needed information.
Evaluate information and its sources critically	Selects high-quality sources that help answer a precisely-defined research question. Pays attention to such quality indicators as document type, publication source, author, and date of publication.	Selects sources based on relevance rather than ease of procurement.	Demonstrates a beginning awareness of the importance of relevance when selecting sources but selects sources based on ease of procurement.	Selects information sources without attention to matters of quality or relevance.
Use information effectively to accomplish a planned objective	Communicates, organizes, and synthesizes information from sources to fully achieve a planned objective, with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Achieves planned objective.	Communicates and organizes information from sources. The information is not yet synthesized, so the planned objective is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased, etc.), so the planned objective is not achieved.

Use information ethically and legally	Consistently and correctly gives other people credit for their ideas, words, and images, while effectively incorporating them into a cohesive text.	Consistently and correctly gives other people credit for their ideas, words, and images.	Usually gives other people credit for their ideas, words, and images.	Uses the ideas, words, or images of other people without acknowledgment.
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General Education Approval Tracking Form

As of 26 January 2014

Course Subject and Number: _____ Number of Credits: _____

Course Title: _____

Check only one of the topic areas below. If a course is going to meet more than one topic area below please use a separate form for each topic area.

Required Core

- ENGL 110
- ENGL 120
- COMM 110
- MATH _____
- INT 110/310

Critical Capacities (CCS) Skills

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

Foundational Content

- FC1 Arts & Humanities
- FC2 Lab Science
- FC3 Social Science
- FC3 History

Personal and Social Responsibility (PSR)

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

Interconnecting Perspectives (IP)

- IP1 Knowledge
- IP2 Experience

Form Submitter: _____

General Education Chair Signature and Date

Faculty Senate Secretary Signature and Date

Vice President of Academic Affairs Signature and Date