

Penrose Library Instructional and Research Services: Information Literacy Curricular Scaffold

	First Year Experience	Gateway to Major/Program Study	Capstone
<i>Scholarship as conversation</i>	<p>Students learn that researchers engage in sustained discourse over time to shape scholarly practices and conclusions. Students develop familiarity with scholarly conventions.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Learn basic terminology needed for college level research • Conduct background research to contextualize projects • Realize that citation conventions enhance findability and document intellectual attribution 	<p>Students develop familiarity with sources of evidence, methods, and modes of discourse within their discipline and contribute to conversations at an appropriate level.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Learn discipline-specific terminology needed for research in major • Use bibliographies to find other sources • Identify appropriate avenues for sharing undergraduate research (e.g., poster sessions, conferences) 	<p>Students seek out multiple perspectives and interpretations to negotiate meaning within ongoing conversations. Students recognize that established structures can privilege certain voices or information.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • See themselves as contributors in the production, criticism, and evaluation of scholarship • Situate their own ideas within relevant scholarly conversations • Demonstrate familiarity with the subject literature (e.g., literature reviews)
<i>Information creation as a process</i>	<p>Students explore and are able to distinguish the variety of sources used in college-level research.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Recognize that different types of sources have different processes of creation behind them • Articulate and identify differences between a primary and secondary source • Develop strategies for their own information creation processes, particularly understanding the implications of saving, storing, and organizing data and research 	<p>Students consider processes of creation, as well as the final product, in evaluating sources.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Explain the distinction between format and method of access • Understand academic knowledge creation processes for different source types • Identify the salient characteristics, formats, and structures of sources 	<p>Students take on the role of information creators and negotiate processes of creation for the appropriate format(s).</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Confront ambiguity and potential limitations of sources • Incorporate diverse sources in research and match appropriate source type to information need • Apply understanding of source creation to unfamiliar or emerging types of information products
<i>Research as inquiry</i>	<p>Students understand the structural role of a research question in scholarly discourse.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Develop viable research questions • Understand that the research process can be non-linear and iterative • Identify gaps and conflicting information as places for inquiry 	<p>Students identify and interpret sources relative to their research question.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Seek out and incorporate non-textual sources (e.g., objects, data, and images) relevant to a research question • Determine a feasible scope of investigation for a research project • Recognize that research methodologies vary based on area of study 	<p>Students integrate and contextualize sources to answer their research question.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Learn and demonstrate how to read sources generously, in contextually appropriate ways • Break down complex investigations into logical components • Evaluate methodologies to determine an approach to answering a research question

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<i>Searching as strategic exploration</i>	<p>Students are introduced to the library's resources and systems, and learn strategies for researching a topic.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Gain familiarity with library databases and means of access for scholarly information • Revise and refine search strategies as new information is encountered • Distinguish between general and discipline-specific resources 	<p>Students determine sources relevant to their information need and refine strategies for navigating library and other information systems.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Recognize that there can be multiple pathways to resources • Understand that absences exist and actively seek sources that bring forth marginalized or hidden voices • Apply search strategies for specific disciplines • Use metadata and database structure (e.g., subject terms, facets, full-text vs. index) 	<p>Students demonstrate an ability to navigate multiple search strategies and search more broadly and deeply to determine the most appropriate information within the project scope.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Use advanced tools like citation searching, thesauri, searching in fields, archival finding aids • Obtain discipline-specific primary sources • Identify and access relevant information produced beyond academic sources (e.g., government, NGO, industry reports)
<i>Authority is constructed and contextual</i>	<p>Students understand how different communities recognize different types of authority, and develop cognitive tools to evaluate the authority of a source.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Articulate characteristics of a quality source for college-level research (e.g., peer review) • Develop and maintain an open mind when encountering varied and conflicting perspectives • Define different types of authority and how they are applicable in different contexts • Evaluate origins, context, and suitability of a source for an information need 	<p>Students confront nuances of power and authority in sources and begin to explore the characteristics of sources in their discipline.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Articulate and identify when it is appropriate to use popular or non-scholarly sources • Examine how new authority is created and contested both inside and outside of academia • Recognize that secondary analyses re-contextualize original sources 	<p>Students demonstrate expertise in their understanding of discipline-specific paradigms of authority and interrogate these constructions, while developing their own voices as a source of authority.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Understand how sources are composed and how to interrogate them • Contextualize and deconstruct primary sources • Identify how search interfaces reflect underlying assumptions of their creator(s)
<i>Information has value</i>	<p>Students recognize dimensions of monetary and intellectual value related to access and attribution.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Apply citation conventions • Understand that costs are associated with information resources and that college - subsidized access is not universal 	<p>Students understand their rights and responsibilities when participating in a community of scholarship.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Understand principles of Creative Commons, open access, and copyright • Analyze implications of limits to access • Recognize that citation management tools facilitate documentation but have limitations 	<p>Students understand that legal and socioeconomic factors influence information production and distribution.</p> <p><i>Outcomes may include:</i></p> <ul style="list-style-type: none"> • Acknowledge that certain voices may not be represented in citation networks and scholarly publishing • Understand that monetization of information has implications for access, privacy, and bias