|  |
| --- |
| Students will acknowledge bias in data and information resources. |
| Students will identify authority characteristics appropriate to a given context. |
| Students will appraise information types and formats in order to choose appropriate sources. |
| Students will pursue a variety of perspectives when searching for information. |
| Students will articulate how different source types can serve different purposes. |
| Students will determine the benefits and drawbacks of sharing personal information and ideas online. |
| Students will interrogate the economy of information production and dissemination, including money, time, labor, and interest. (Open access; digitized special collections; subscription journals and databases; tax-payer funded, public access information) |
| Students will identify interested parties, such as scholars, organizations, government, and industries, which might produce information about a topic and determine how to access that information. |

|  |
| --- |
| Students will describe the reasons for citation practices and adopt effective citation habits. |
| Students will articulate the purpose and distinguishing characteristics of copyright, fair use, and the public domain. |
| Students will list issues associated with access or lack of access to information sources. |
| Students will be able to critique a scholarly article in a blog format. |
| Students will generate potential research questions from a given topic. |
| Students will ask for assistance when encountering road blocks to finding or accessing information. |
| Students will extract keywords from research questions to build search queries. |
| Students will identify a gap in existing scholarship as an opportunity for knowledge creation. |
| Students will confirm findings through multiple sources. |
| Students will create a citation map related to a hotly debated article. |

|  |
| --- |
| Students will analyze information in order to draw conclusions |
| Students will integrate outside sources into their argument in order to strengthen their position and convince their audience. |
| Students will incorporate and expand upon the writing of others in order to participate in the larger conversation. |
| Students will generalize their specific interests into broader concepts in order to connect a particular research question to the broader body of scholarship. |
| Students will operationalize the research question (define the variables) in order to collect appropriate primary sources and/or data with which to answer the question. |
| Students will identify disciplinary approaches to their topic in order to pinpoint subject-appropriate databases. |
| Students will employ advanced search features of an information tool to optimize results. |
| Students will use appropriate tools to save, print, and/or organize information. |
| Students will use cited references to search for related sources. |

|  |
| --- |
| Students will select appropriate search tools based on the information need. |
| Students will revise a search strategy using newly discovered terminology, including controlled vocabulary and natural language. |
| Students will understand what special collections are. |
| Students will become more comfortable with using special collections’ materials. |
| Students will evaluate resource authority and accuracy. |
| Students will distinguish between primary and secondary resources. |
| Students will select appropriate resources for their information need. |
| Students will distinguish between different types of research. |
| Students will systemically appraise evidence from scientific studies in order to critically appraise journal research. |
| Students will identify resource types and services most appropriate to their research topic. |

|  |
| --- |
| Students will identify library services/demonstrate knowledge of library space, policy, and key resources. |
| Students will navigate search tools effectively and efficiently. |
| Students will identify resource types in order to cite appropriately. |
| Students will use citation management software in order to organize information retrieved. |
| Students will refine their research topic. |
| Students will break down their research question into concepts/keywords. |
| Students will identify their project information need. |
| Students will create a list of keywords. |
| Students will revise their search using subject headings. |
| Students will identify subject headings or descriptors and initiate searches with them. |