# Information Literacy for COM1010 Students

<table>
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<th>INFORMATION LITERACY STANDARDS</th>
<th>NECESSARY SKILLS</th>
<th>OUTCOMES FOR THE COMMUNICATIONS STUDENT</th>
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</table>
| 1. Framing the Research Question | Identify an information need; pose a research question | ✓ Is able to identify a topic that is appropriate for an informative or persuasive speech  
  ✓ Recognizes that it might be necessary to revise or modify the topic to  
  Specify information necessary to answer the question (Understand the concept of the research universe) | ✓ Understands that information can be free on the Web or available in proprietary databases  
  ✓ Recognizes the value of information in various formats – books, databases, websites, etc.  
  ✓ Understands the various types of information available from library databases  
  ✓ Realizes that information can be organized in discipline or subject specific databases  
  ✓ Can identify the purpose and audience for various types of information sources (trade journals, newspaper editorials, research reports, scholarly articles, etc.)  
  ✓ Considers experts as an information source |
| 2. Accessing Sources | Select appropriate sources of information | ✓ Understands the role that databases and websites play in providing information  
  ✓ Uses a variety of search systems to retrieve information in various formats  
  ✓ Can choose information sources matching the needs of the situation and audience  
  ✓ Is able to identify sources of expert opinion |
| Use effective strategies to retrieve information | ✓ Understands how to gather statistics to support a thesis or argument.  
✓ Records all pertinent citation information for future reference |
| --- | --- |
| ✓ Can identify keywords or broader, narrower or related terms to describe a topic and search a database search  
✓ Understands the concept of keyword searching and uses it effectively  
✓ Can select controlled vocabulary specific to a database  
✓ Can construct a search using appropriate methods of Boolean, proximity searching and filed searching. Understands truncation  
✓ Can implement a search strategy in various databases because of an understanding of common search features  
✓ Understands how to search for images or data  
✓ Knows that “help” screens can be used to understand how to use new databases |
| 3. Evaluating Sources | Understand expertise of information producers |
| ✓ Understands the difference between the producers of web sites and library databases  
✓ Understands the information value of experts from associations, think tanks and universities  
✓ Uses librarians and reference services in the research process |
| 4. Evaluating Content | Analyzes information to fit information needs |
| ✓ Can critically evaluate information sources (an article) for fact, opinion and point of view |
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<th>5. Use Information for a Specific Purpose</th>
<th>Creates a speech using information sources</th>
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<td>✓ Can select main ideas from the text as well as identify material that can be quoted or used as supporting evidence.</td>
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<tr>
<td>✓ Understands the value of verifying the accuracy of information sources</td>
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<tr>
<td>✓ Is careful to check the timeliness, accuracy and completeness of information found on the Web</td>
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<tr>
<td>✓ Can recognize when it is necessary to revise a search strategy or repeat a search in another database to fill an information gap</td>
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✓ Can use books, articles and the results of database searches to meet the objectives of the oral assignment

✓ Can prepare a speech using a variety of information sources.

✓ Can combine information from various sources to use as supporting evidence.

✓ Can determine if the information gathered is sufficient for the assignment.

✓ Can incorporate into a speech appropriate data, testimony or quotations from experts.

✓ Can clearly explain the significance of data presented in a chart, graph or other visual.

✓ Can communicate ideas orally with supporting visuals, graphs or charts or PowerPoint.

✓ Acknowledges the use of information sources in the speech

✓ Recognizes the elements needed for a bibliographic citation and understands how to put them in the correct format.
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<td>✓ Can effectively capture (download, copy, e-mail or use software) all elements needed for a bibliographic citation.</td>
<td>✓ Uses a citation style correctly and consistently</td>
<td>✓ Can find guides to citation styles through the library’s website</td>
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<tr>
<td>✓ Acknowledges the use of information sources clearly in the oral presentation</td>
<td>✓ Clearly attributes data in charts and graphs to its source</td>
<td>✓ Attributes quotations or testimony to its author</td>
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<tr>
<td>✓ Can cite sources and construct a bibliography using an appropriate citation style</td>
<td>✓ Understands the concept of plagiarism and its consequences</td>
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## 6. Handle Information Ethically and Legally

Understand issues affecting the use of information

- Acknowledges the use of information sources clearly in the oral presentation
- Clearly attributes data in charts and graphs to its source
- Attributes quotations or testimony to its author
- Can cite sources and construct a bibliography using an appropriate citation style
- Understands the concept of plagiarism and its consequences

## Key Resources

  [http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm](http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm)

- Association of College and Research Libraries (ACRL) Information Literacy Website  
  [http://www.ala.org/ala/acrl/acrlissues/acrlinfolt/informationliteracy.htm](http://www.ala.org/ala/acrl/acrlissues/acrlinfolt/informationliteracy.htm)

  [http://www.msache.org/msache/content/pdf_files/devskill.pdf](http://www.msache.org/msache/content/pdf_files/devskill.pdf)

- Louise Klusek, Assistant Professor
- Newman Library, Baruch College
- October 2, 2006