

**The University of Scranton Weinberg Memorial Library Information Literacy Program Learning Outcomes Mapped to the ACRL Framework for Information Literacy for Higher Education**

<p align="center"><b>Information Literacy Program Learning Outcomes (PLOs)</b></p> <p><i>Through engagement with information literacy instruction by a faculty librarian, students will:</i></p>	<p align="center"><b>ACRL Framework for Information Literacy for Higher Education</b></p> <p align="center"><i>Information Literacy Frames:</i></p>
<p>PLO1: Investigate differing viewpoints that they encounter in their strategic exploration of topics in order to be able to develop their own informed arguments or hypotheses.</p>	Research as Inquiry
	Scholarship as Conversation
	Searching as Strategic Exploration
<p>PLO2: Gain insight and understanding about diverse sources of information in order to evaluate and use resources appropriately for their information needs.</p>	Authority Is Constructed and Contextual
	Information Creation as a Process
	Scholarship as Conversation
<p>PLO3: Identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.</p>	Authority Is Constructed and Contextual
	Information Creation as a Process
<p>PLO4: Articulate the key elements in their research questions in order to develop and execute a search strategy.</p>	Research as Inquiry
	Searching as Strategic Exploration
<p>PLO5: Share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.</p>	Information Creation as a Process
	Information Has Value
	Scholarship as Conversation
<p>PLO6: Properly distinguish between their own ideas and the intellectual property of others in order to ethically use information and demonstrate academic integrity.</p>	Information Has Value
	Scholarship as Conversation