

Course Outline of Record

LIR 10: Introduction to Information Literacy

*Proposed by Smita Avasthi
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Student learning outcomes

1. Pursue a line of critical inquiry
2. Construct searches strategically
3. Identify sources suitable for a scholarly or professional conversation
4. Recognize that information has social and scholarly value

Student learning objectives

1. Pursue a line of critical inquiry
 - A. Articulate a topic for sustained academic investigation
 - B. Explore library collections suitable for preliminary research
 - C. Recognize that research is a process of continual discovery
2. Construct searches strategically
 - A. Explain why publications vary in terms of coverage and purpose
 - B. Use search techniques to construct queries and modify results
 - C. Retrieve sources by using call numbers or database tools
3. Identify sources that are suitable for a scholarly or professional conversation
 - A. Examine how authority is constructed within a particular field
 - B. Recognize characteristics of dishonest research
 - C. Explain how sources can advance a line of inquiry
4. Recognize that information has social and scholarly value
 - A. Identify the value of the bibliography to the scholarly conversation
 - B. Document sources in MLA or APA style
 - C. Examine the social impact of information

Topic and scope

1. Lines of critical inquiry
 - A. Sustainable topics: Open and closed questions, the scholarly conversation, etc.
 - B. Preliminary research: Reference sources, intellectual discovery, recursive process, etc.
 - C. Process of discovery: Research as inquiry, confirmation bias, etc.

2. Construct searches strategically
 - A. Purpose and coverage: Timeline of information, types of sources, depth of coverage, self-assessment of information gaps, role of audience, etc.
 - B. Construction and modification of queries: Keywords modification, Boolean operators, phrase searching, limiters, field searching, etc.
 - C. Database tools and call numbers: Online and physical retrieval of sources, access points, item records, etc.

3. Suitability of sources for a scholarly or professional conversation
 - A. Authority: Credentials, reputation, use sources, discourse communities, etc.
 - B. Dishonest research: Objectivity, cherry-picking, misinformation, disinformation, etc.
 - C. Relevance: development of line of inquiry, synthesis, use of sources, etc.

4. Information as a contribution to the public conversation
 - A. Bibliographies: Attribution, validity of research, scholarly conversation, search tool
 - B. Format: Bibliographic and in-text citations
 - C. Social role: intellectual property, copyright, piracy, digital divide, net neutrality, etc.