**Teaching Fellows Institute**

**Faculty ELO Working Group Submission**

Email this document to [chris.garrett@nsc.edu](mailto:chris.garrett@nsc.edu) by Friday, June 11th.

1. **A) Name of the Essential Learning Outcome (ELO)**

Information Literacy

1. **if you have an alternative name for the ELO feel free to also suggest it here**

N/A

1. **Both refined definitions of the ELO:**

**a) one short definition (one sentence directed for students)**

Information literacy is the ability to identify, locate, skeptically evaluate, and effectively and ethically use information to inform a decision or solve a problem.

**b) a longer definition (useful particularly for faculty)**

Information Literacy is the ability to recognize when there is a need for current information as well as historical data to inform a decision or solve a problem. It involves the recognition that information can be in many different forms and to be able to identify, locate, evaluate, and effectively and ethically use and share that information for the problem at hand. It includes the ability to critically evaluate information, recognize bias, and distinguish fact from opinion. Information literate individuals understand the different aspects of a source’s expertise and credibility and how to recognize a quality source relevant to the context they are studying. They are thoughtful about the process of creating information and the purposes behind it. They recognize the value of information and give appropriate credit for information via citation. Information literacy as a practice is iterative. It involves asking and reframing a question, and using a variety of search strategies to explore a problem. Information literacy also recognizes that scholarship is a conversation with multiple perspectives and threads and includes the ability to join that conversation ethically and effectively.

1. **Glossary of key terms**

**Identify** – Utilize search strategies that efficiently locate useful information

**Locate** – Find relevant information pertaining to a particular topic or problem

**Skeptically evaluate** – Scrutinize the information used in support of some topic or problem and not take it as is, without verification.

**Effectively** – Use efficient strategies that maximize acquiring information while minimizing redundant or irrelevant information

**Ethically** – Not using information for ill intent, or to obfuscate or knowingly misrepresent an issue.

**Historical data** – Information from the past and the circumstances surrounding a subject while not relying upon dated information.

1. **If applicable, identify the key resource that you used to generate your rubric (e.g., an AACU Value Rubric or one from another university), if you used one as a starting point and made slight modifications**

AAC&U VALUE Rubric for Information Literacy

1. **Examples of key assessments/assignments/projects**

(This following list of assignments is by no means exhaustive, really any project in which students need to find, assess, and report on data or information which has already been produced. The following list provides a few examples.)

* ALS 101N Essay
* CEP 123: Scaffolded assignment focused on evaluation of information
* BIOL 189: Article reviews
* ENG 100/101/102: Research essays (informational, argumentative, literature review, etc.), rhetorical analysis essays, annotated bibliographies, reflections on research (in portfolios, for example)
* CH 203: American Experience and Constitutional Change - Research-based assignment using primary sources

1. **The completed rubric with dimensions and performance levels**

(attach as a separate document or copy and paste into this document)

See attached via this google doc link:

<https://docs.google.com/document/d/1Bc0jF1aBY99Z3hju159HQ3V3O0xzdjojd2ZftNq5ArE/edit?usp=sharing>)