

Information Literacy Instruction across the Curriculum (Recommendation of the Information Literacy Subcommittee to the Curriculum Committee Spring 2011)

Drawing current research and standards for information literacy instruction¹, the Cañada College Library conducted a pilot Spring 2011 working with three departments – Anthropology, Biology, and English – to identify information literacy skills needed to complete coursework:

Key Information Literacy Skills Identified in 2010-2011 Cañada Pilot	Association of College and Research Libraries Information Literacy Standards (2000)
Pre-research/developing a topic	1. The information literate student determines the nature and extent of the information needed.
Searching in the online catalog and databases	2. The information literate student accesses needed information effectively and efficiently.
Evaluating sources: selecting appropriate sources for assignment	3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Integrating outside sources into original analysis	4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
Citation What is research? How is knowledge produced?	5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Librarians then considered how to teach these information literacy skills at different levels, identifying target courses and types of skills taught to reach the maximum number of students. The pilot confirmed the importance of integrating or embedding information literacy instruction across the curriculum. A campus wide information literacy plan would embed instruction in ESL/Basic Skills, General Education, and Discipline-specific courses. Librarians also created three rubrics to assess information literacy skills at these three levels.

¹ "Standards of Practice for California Community College Library Faculty and Programs." *Academic Senate for California Community Colleges*. Academic Senate for California Community Colleges, 2010. Web. 30 Oct. 2012;

"Information Literacy Competency Standards for Higher Education." *Association of College and Research Libraries*. American Library Association, 2000. Web. 30 Oct. 2012.

COURSE	ACTIVITY	NOTES
ESL 400 (2 sections) READ 836 (7 sections)	Linked to LIBR 100 in a learning community 4 sessions of information literacy instruction embedded in course	The Library will provide extensive, hands-on information literacy instruction for ESL and Basic Skills students
ENGL 100 (15 sections)	2 sessions of information literacy instruction embedded in course	The Library will work with the English Department to embed information literacy in every ENGL 100 section. Students will complete their information literacy requirement by passing ENGL 100
Content Courses (Transfer and CTE)		The Library will offer information literacy instruction tailored to specific disciplines. Faculty will provide in-put on information literacy needs of students in their discipline (e.g. particular formats, journals, databases, citation styles, standard modes of communication, etc.)