Curriculum Map Crosswalk to ACRL Information Literacy Competency Standards for Higher Education

Skills Addressed at Different Competency Levels

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Corresponding Information Literacy Standards
The numbers sequence refers to the ACRL standard, performance indicator, and outcome

Information Resources exist beyond Google (explanation of SmartSearch)
- **1.1.3** - Explores general information sources to increase familiarity with the topic
- **1.2.3** - Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- **2.1.4** - Selects efficient and effective approaches for accessing the information needed from the investigatory method or information retrieval system
- **2.3.1** - Uses various search systems to retrieve information in a variety of formats

Recognizing when help is needed and how to access it
- **1.3.1** - Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
- **2.3.3** - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)

Evaluate information sources
- **2.4.1** - Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigatory methods should be utilized
- **3.2.1** - Examines and compares information from various sources in order to evaluate reliability,
validity, accuracy, authority, timeliness, and point of view or bias

- 3.2.3 - Recognizes prejudice, deception, or manipulation
- 3.4.7 - Selects information that provides evidence for the topic

The concept of peer review

- 1.2.4 - Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
- 3.2.1 - Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

Discipline specific research trends

- 1.2.2 - Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- 2.2.6 - Implements the search using investigative protocols appropriate to the discipline
- 3.2.2 - Analyzes the structure and logic of supporting arguments or methods
- 3.5.2 - Determines whether to incorporate or reject viewpoints encountered

Citing information sources

- 2.5.3 - Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
- 2.5.4 - Records all pertinent citation information for future reference
- 4.1.3 - Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
- 5.1.4 - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 5.2.6 - Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
- 5.3.1 - Selects an appropriate documentation style and uses it consistently to cite sources

Understanding assignments and recognizing when topics need revision

- 1.4.1 - Reviews the initial information need to clarify, revise, or refine the question
- 2.4.2 - Identifies gaps in the information retrieved and determines if the search strategy should be revised
- 3.7.2 - Reviews search strategy and incorporates additional concepts as necessary
- 3.7.3 - Reviews information retrieval sources used and expands to include others as needed
- 4.2.2 - Reflects on past successes, failures, and alternative strategies

Conducting a literature review in discipline specific sources

- 1.2.2 - Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
- 2.2.3 - Selects controlled vocabulary specific to the discipline or information retrieval source
- 2.2.6 - Implements the search using investigative protocols appropriate to the discipline
- 2.3.3 - Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
- 3.1.1 - Reads the text and selects main ideas

**Scholarly communication in the discipline**
- 1.2.5 - Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
- 3.2.3 - Recognizes prejudice, deception, or manipulation
- 3.4.4 - Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
- 3.6.1 - Participates in classroom and other discussions
- 4.3.4 - Communicates clearly and with a style that supports the purposes of the intended audience

**Fair use and copyright**
- 4.1.4 - Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
- 5.1.2 - Identifies and discusses issues related to free vs. fee-based access to information
- 5.1.4 - Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material
- 5.2.3 - Complies with institutional policies on access to information resources
- 5.3.2 - Posts permission granted notices, as needed, for copyrighted material

**Synthesizing information from different sources**
- 1.1.6 - Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information
- 2.2.5 - Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
- 3.3.1 - Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
- 3.3.2 - Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
- 3.4.6 - Integrates new information with previous information or knowledge

**Interdisciplinary connectivity**
- 2.1.1 - Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
- 2.3.4 - Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information
- 3.4.2 - Uses consciously selected criteria to determine whether the information contradicts or
verifies information used from other sources

- **4.3.1** - Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience