

### **An information literate student can:**

Determine the extent of information needed

Search & obtain the needed information effectively and efficiently

Evaluate information and its sources critically

Use information effectively to accomplish a specific purpose

Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

**To incorporate information literacy student learning outcomes, please contact your department liaison librarian or:**

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"We are drowning in information while starving for wisdom. The world henceforth will be run by synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely."

E. O. Wilson , world-renowned American biologist, as quoted in Fareed Zakaria's, *In Defense of a Liberal Education* (2015)

"In defining information literacy goals, an institution should distinguish between lower-level, rudimentary information literacy skills and higher-level, more sophisticated skills."

—MSCHE Guidelines for Information Literacy in the Curriculum

## SU Libraries Information Literacy Matrix

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## IL for Lower Division Students

ACRL Standards	Lower Division Students can
<b>1. Information Need</b>	<p>A. Begin to formulate research questions based on a topic or assignment requirement.</p> <p>B. Find background information in general reference sources.</p>
<b>2. Accessing Information</b>	<p>A. Identify keywords, synonyms and related terms.</p> <p>B. Identify and retrieve books and other materials owned by the library; find a book on the shelf using its LC call number.</p> <p>C. Search multidisciplinary databases to find full text articles on a topic.</p>
<b>3. Evaluating Information</b>	<p>A. Begin to evaluate sources based on given criteria (Currency, Relevancy, Authority, Accuracy, Purpose).</p> <p>B. Distinguish between scholarly and non-scholarly sources.</p>
<b>4. Using Information to meet a need</b>	<p>A. Use new and prior information to support an argument in short research assignment.</p> <p>B. Communicate clearly to fulfill the purpose of the assignment.</p>
<b>5. Using Information ethically and legally</b>	<p>A. Define plagiarism</p> <p>B. Cite sources using an established citation format.</p>

## IL for Upper Division Students

ACRL Standards	Upper Division Students can
<b>1. Information Need</b>	<p>A. Articulate focused research questions.</p> <p>B. Broaden or narrow a research question based on research interest and resources available.</p>
<b>2. Accessing Information</b>	<p>A. Identifies the most appropriate tools &amp; resources to answer a question.</p> <p>B. Use Interlibrary Loan.</p> <p>C. Find sources using a citation, bibliography, or references list.</p>
<b>3. Evaluating Information</b>	<p>A. Critically evaluate sources based on disciplinary convention.</p> <p>B. Distinguish between primary, secondary sources.</p> <p>C. Draw conclusions based on sources; develops a critical response to the information.</p>
<b>4. Using Information to meet a need</b>	<p>A. Effectively organize, analyze, &amp; synthesize info from multiple sources to achieve a purpose.</p> <p>B. Use an editorial style appropriate to the specific discipline involved.</p>
<b>5. Using Information ethically and legally</b>	<p>A. Identify issues of intellectual property and copyright.</p>

## IL for Graduate Students

ACRL Standards	Graduate Students can
<b>Information need</b>	<p>A. Formulate a highly specific research question, reevaluating when necessary.</p>
<b>Accessing Information</b>	<p>A. Use a variety of resources (databases, Quick Search, Interlibrary loan) to locate and request materials in his or her field.</p>
<b>Evaluating Information</b>	<p>A. Evaluate sources in the context of methodology used in their field.</p> <p>B. Identify valued information within a discipline or profession, its contradictions, the author's research methodology, and other unique characteristics</p>
<b>Using Information to meet a need</b>	<p>A. Expertly organize content in support of the student's product or performance</p> <p>B. produce new knowledge in the discipline or develops new strategies as a practitioner</p> <p>C. further own research using alternative methods or strategies</p>
<b>Using Information ethically and legally</b>	<p>A. Recognize issues of intellectual property and copyright in the context of own published work.</p> <p>B. Discuss research integrity in the context of own discipline.</p>