

Penrose Library Instructional and Research Services: Information Literacy Curricular Scaffold
Spring, 2016

CONCEPTUAL (understanding)	First-Year	Years 2-3	Seniors
<i>authority</i>	articulate and identify the characteristics of a peer-reviewed article	articulate and identify when it is appropriate to use popular/non-scholarly sources	understand how sources are composed and how to interrogate them
	understand benefits and drawbacks of Wikipedia and Google	recognize Wikipedia and Google as the creation of new authority	describe the politics of archival space
	understand characteristics of a quality source for college-level research versus other purposes	understand the importance of getting back to primary sources	recognize the potential misrepresentation of archival sources
	recognize the advantages and limitations of disciplinary versus general databases	learn how and why restrictions to information/databases/archives are imposed; outline their effects	identify how search interfaces reflect underlying assumptions of a company/publisher/discipline
<i>creation as process</i>	recognize that different types of sources have different processes of creation behind them	understand the distinction between format and method of access	incorporate diverse sources in research and match source type to appropriate information need
	understand the implications of saving, storing, and documenting data and research	understand the importance of descriptive metadata in searching and in documenting research	recognize the salient characteristics, formats, and structures of sources/artifacts
	articulate and identify differences between a primary and secondary source	identify the fundamental principles of archival arrangement and description	identify differences between institutional archives versus personal papers
<i>value</i>	realize that citation conventions exist to enhance findability	recognize that citation management tools facilitate documentation but have limitations	acknowledge that certain voices may not be represented in citation networks and scholarly publishing
	understand that costs are associated with information access/resources	understand principles of Creative Commons, open access, and copyright	understand that monetization of information has implications for access, privacy, and bias

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SKILLS-BASED (doing)	First-Year	Years 2-3	Seniors
<i>inquiry</i>	understand that the research process is always iterative	develop viable research questions	create discipline-appropriate analyses based on research question
	learn and implement strategies for documentation of research process	create research questions from objects and images	learn and demonstrate how to read sources/artifacts generously, in contextually appropriate ways
	revise search strategy to maximize relevant results	find and cite appropriate disciplinary non-textual sources, such as quantitative data, images	bring together materials for display or analysis (e.g. digital exhibits/collection of archival materials)
<i>scholarship as conversation</i>	learn basic terminology needed for college level research	learn discipline-specific theoretical terminology needed for research in major	recognize that terminology can vary based on major or area of study
	recognize the importance of tertiary sources (e.g. subject encyclopedias) to narrow/focus projects	use bibliographies to find other sources	demonstrate familiarity with the subject literature (e.g. literature reviews)
	apply citation conventions	identify appropriate avenues for sharing/disseminating undergraduate research (e.g. poster sessions, conferences)	participate in public criticism/evaluation of scholarship
<i>searching</i>	brainstorm and refine search terms and keywords	use/exploit metadata and database structure (e.g. controlled vocabulary, facets, full-text vs. index)	use advanced tools like citation searching, thesaurus, searching in fields, archival finding aids
	distinguish between general and disciplinary-specific resources	recognize that there can be multiple pathways to resources (e.g. Sherlock, citation finder, journal finder)	master key disciplinary databases/information resources in specific major
	use LibGuides to gain familiarity with databases and search strategies for specific disciplines	learn how to request materials from other libraries (Summit/ILL)	obtain disciplinary-specific primary sources (e.g. archives, digital collections, datasets)