| Penrose Library Instructional and Research Services: Information Literacy Curricular Scaffold |
|---------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **First Year Experience** | **Gateway to Major/Program Study** | **Capstone** |
| *Scholarship as conversation* | Students learn that researchers engage in sustained discourse over time to shape scholarly practices and conclusions. Students develop familiarity with scholarly conventions.  
**Outcomes may include:**  
- Learn basic terminology needed for college level research  
- Conduct background research to contextualize projects  
- Realize that citation conventions enhance findability and document intellectual attribution | Students develop familiarity with sources of evidence, methods, and modes of discourse within their discipline and contribute to conversations at an appropriate level.  
**Outcomes may include:**  
- Learn discipline-specific terminology needed for research in major  
- Use bibliographies to find other sources  
- Identify appropriate avenues for sharing undergraduate research (e.g., poster sessions, conferences) | Students seek out multiple perspectives and interpretations to negotiate meaning within ongoing conversations. Students recognize that established structures can privilege certain voices or information.  
**Outcomes may include:**  
- See themselves as contributors in the production, criticism, and evaluation of scholarship  
- Situate their own ideas within relevant scholarly conversations  
- Demonstrate familiarity with the subject literature (e.g., literature reviews) |
| *Information creation as a process* | Students explore and are able to distinguish the variety of sources used in college-level research.  
**Outcomes may include:**  
- Recognize that different types of sources have different processes of creation behind them  
- Articulate and identify differences between a primary and secondary source  
- Develop strategies for their own information creation processes, particularly understanding the implications of saving, storing, and organizing data and research | Students consider processes of creation, as well as the final product, in evaluating sources.  
**Outcomes may include:**  
- Explain the distinction between format and method of access  
- Understand academic knowledge creation processes for different source types  
- Identify the salient characteristics, formats, and structures of sources | Students take on the role of information creators and negotiate processes of creation for the appropriate format(s).  
**Outcomes may include:**  
- Confront ambiguity and potential limitations of sources  
- Incorporate diverse sources in research and match appropriate source type to information need  
- Apply understanding of source creation to unfamiliar or emerging types of information products |
| *Research inquiry* | Students understand the structural role of a research question in scholarly discourse.  
**Outcomes may include:**  
- Develop viable research questions  
- Understand that the research process can be non-linear and iterative  
- Identify gaps and conflicting information as places for inquiry | Students identify and interpret sources relative to their research question.  
**Outcomes may include:**  
- Seek out and incorporate non-textual sources (e.g., objects, data, and images) relevant to a research question  
- Determine a feasible scope of investigation for a research project  
- Recognize that research methodologies vary based on area of study | Students integrate and contextualize sources to answer their research question.  
**Outcomes may include:**  
- Learn and demonstrate how to read sources generously, in contextually appropriate ways  
- Break down complex investigations into logical components  
- Evaluate methodologies to determine an approach to answering a research question |
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<th>Searching as strategic exploration</th>
<th>Authority is constructed and contextual</th>
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| Students are introduced to the library’s resources and systems, and learn strategies for researching a topic.  
**Outcomes may include:**  
- Gain familiarity with library databases and means of access for scholarly information  
- Revise and refine search strategies as new information is encountered  
- Distinguish between general and discipline-specific resources | Students determine sources relevant to their information need and refine strategies for navigating library and other information systems.  
**Outcomes may include:**  
- Recognize that there can be multiple pathways to resources  
- Understand that absences exist and actively seek sources that bring forth marginalized or hidden voices  
- Apply search strategies for specific disciplines  
- Use metadata and database structure (e.g., subject terms, facets, full-text vs. index) | Students demonstrate an ability to navigate multiple search strategies and search more broadly and deeply to determine the most appropriate information within the project scope.  
**Outcomes may include:**  
- Use advanced tools like citation searching, thesauri, searching in fields, archival finding aids  
- Obtain discipline-specific primary sources  
- Identify and access relevant information produced beyond academic sources (e.g., government, NGO, industry reports) |
| Students understand how different communities recognize different types of authority, and develop cognitive tools to evaluate the authority of a source.  
**Outcomes may include:**  
- Articulate characteristics of a quality source for college-level research (e.g., peer review)  
- Develop and maintain an open mind when encountering varied and conflicting perspectives  
- Define different types of authority and how they are applicable in different contexts  
- Evaluate origins, context, and suitability of a source for an information need | Students confront nuances of power and authority in sources and begin to explore the characteristics of sources in their discipline.  
**Outcomes may include:**  
- Articulate and identify when it is appropriate to use popular or non-scholarly sources  
- Examine how new authority is created and contested both inside and outside of academia  
- Recognize that secondary analyses re-contextualize original sources | Students demonstrate expertise in their understanding of discipline-specific paradigms of authority and interrogate these constructions, while developing their own voices as a source of authority.  
**Outcomes may include:**  
- Understand how sources are composed and how to interrogate them  
- Contextualize and deconstruct primary sources  
- Identify how search interfaces reflect underlying assumptions of their creator(s) |
| Students recognize dimensions of monetary and intellectual value related to access and attribution.  
**Outcomes may include:**  
- Apply citation conventions  
- Understand that costs are associated with information resources and that college-subsidized access is not universal | Students understand their rights and responsibilities when participating in a community of scholarship.  
**Outcomes may include:**  
- Understand principles of Creative Commons, open access, and copyright  
- Analyze implications of limits to access  
- Recognize that citation management tools facilitate documentation but have limitations | Students understand that legal and socioeconomic factors influence information production and distribution.  
**Outcomes may include:**  
- Acknowledge that certain voices may not be represented in citation networks and scholarly publishing  
- Understand that monetization of information has implications for access, privacy, and bias |