We invite you to attend the Fundamentals of Information Literacy meeting on October 26, 2004, at 2PM in A502D to discuss alternative approaches and find the best solution to be offered to degree recipients.

On May 4, 2004, the Committee on Curriculum met with representatives from the Library, the Department of Basic Skills and the Department of English, to discuss ways of ensuring that all Queensborough students are introduced to fundamental library research skills. Specifically, the Library was requesting the Committee on Curriculum approve their proposed course LB101 Fundamentals of Information Literacy. At that meeting it was decided to offer the course as an experimental course in the Fall 2004, which subsequently enrolled 22 students.

The members of the Committee on Curriculum at their recent meetings have discussed the issue of Information Literacy and the experimental course that is offered by the Library Department this semester. The Committee on Curriculum unanimously agreed that there must be mechanisms for students to be properly informed of information literacy. But the Curriculum Committee must also take into consideration the following concerns:

- there is no room in most programs for an additional 1 credit
- there are not enough library faculty to offer this course for all students
- there are not enough classrooms to offer this course for all students
- students are exposed in other courses to some topics covered in this course and have expressed concern of redundancy in courses

The members of the Committee on Curriculum believe that all degree recipients need to achieve Information Literacy, but think alternative approaches need to be considered and offered in order to attain this goal.

Enclosed please find the following documents for you information.

1) Dr. Pecorino’s “multi faceted approach”
2) QCC Statement of Educational Objectives
3) Resolution on Information and Technological Literacy
4) Fundamentals of Information Literacy course proposal
5) Information Literacy Proposal to the UFS

A g e n d a
1. Consideration of Minutes of October 5, 2004
2. LB101 Fundamentals of Information Literacy: discussion of alternative approaches
1) Dr. P. Pecorino’s multifaceted approach:

Due to degree credit limits and TAP eligibility rules I caution against the single course approach to insuring that Information Literacy will be demonstrated by all QCC degree recipients.

I suggest a multi-faceted approach:
1. course developed by the Library for those students who want and can fit it into their degree program — very, very few.
2. module for self-paced instruction to be inserted into all ST 100 and ST 101 classes using a Blackboard site for any class (they all should use such sites in order to introduce students to Blackboard and Distance Education at QCC). Faculty are trained in how to place it there. Any questions that arise would be handled by library staff if the instructor did not or could not answer them.
2. module for self-paced instruction to be inserted into any Blackboard class site for any class. Faculty are trained in how to place it there. Any questions that arise would be handled by library staff if the instructor did not or could not answer them.
3. module for self-paced instruction to be inserted into all Basic Education classes and into EN 101 sections. This would be used by those students who do not as yet have the literacies and competencies as they exited high school.

Rationale: The multi-faceted approach will:
1. include more students
2. not require increasing the number of classes required in any degree
3. not jeopardize TAP eligibility
4. not place an excessive burden on faculty
5. leave it to the Library faculty and Basic Skills faculty to supervise and support most of the students who will go through the IL and CL module
6. result in no longer needing to offer a "Computer Literacy" class as a mean to satisfy the Math and Science elective in the AA Degree program LA1.

Philip A. Pecorino, Ph.D.
Professor, Philosophy
Social Sciences Department
2) QCC Statement of Educational Objectives:

QUEENSBOROUGH'S STATEMENT OF EDUCATIONAL OBJECTIVES

Students graduating with an associate's degree will be able to:

**General Objectives**

1. meet requirements for successful transfer into the junior year of baccalaureate programs (transfer programs)
2. demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field (career programs)

**General Education Skills**

3. write, read, listen, and speak clearly and effectively
4. use analytical reasoning skills and apply logic to solve problems
5. use quantitative skills and mathematical reasoning to solve problems
6. use information management skills effectively for academic research and lifelong learning
7. integrate knowledge and skills in their major field and across disciplines
8. differentiate and make informed decisions about issues based on value systems (ethical, philosophical, religious, cultural, and political)
9. use individual and collaborative skills for personal growth and to establish constructive relationships in a diverse society.

**Liberal Arts and Sciences Foundation**

10. recognize historical processes in the formation of ideas, cultural movements, political institutions, economic trends, and social structures
11. identify concepts and methods of the social sciences to examine human behavior, social institutions, and multi-cultural awareness
12. identify concepts and methods of the mathematical, physical and biological sciences and make judgments about contemporary issues in science and technology.
13. make informed judgments of the humanities and the arts as aesthetic and intellectual experiences

ADOPTED MAY 2002
3) Resolution on Information and Technological Literacy:

UNIVERSITY FACULTY SENATE

Proposed: May 13, 2003

Adopted:

Resolution on Information and Technological Literacy

Whereas, there are recommendations on Information Literacy of the CUNY Council of Chief Librarians (attachment A); and

Whereas, there are guidelines for Technological Literacies in a draft of recommendations of the CUNY Task Force on Educational Technologies (attachment B); and

Whereas, there are recommendations of the Association of College and Research Libraries (attachment C); and

Whereas, there is currently a project concerning General Education at CUNY being conducted by the Office of Academic Affairs;

Whereas, it is in the Master Plan for CUNY that there be more integration of information and educational technologies into the classrooms and the instructional programs,

Be it resolved, that the UFS recommend to the CUNY Office of Academic Affairs that such reviews of General Education programs and requirements include the guidelines and recommendations related to Information and Technological Literacy from the sources cited above, and

Be it further resolved, that the UFS obtain from the CUNY Office of Academic Affairs a report on the status of the university undergraduate degree programs with regard to such literacies by 2007.

Proponent: UFS Information Literacy and Technology Committee
4) Literacy Information course proposal:

<table>
<thead>
<tr>
<th>NEW COURSE PROPOSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course number</td>
</tr>
<tr>
<td>2. Course title:</td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
</tr>
<tr>
<td>4. Prerequisites and/or co-requisites:</td>
</tr>
<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
</tr>
<tr>
<td>6. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc:</td>
</tr>
</tbody>
</table>
7. Outcomes – specific goals that students are expected to achieve and competencies they are expected to develop:

1. To meet the ACRL Information Literacy Competency Standards, students should be able to:

"Determine the extent of information needed. 
Access needed information effectively and efficiently. 
Evaluate information and its sources critically. 
Use information effectively to accomplish a specific purpose. 
Access and use information ethically and legally…”

2. To meet QCC’s Assessment Committee’s general Information Management and Research Skills goal and outcome behaviors, students should effectively use information management skills for both academic research and lifelong learning, demonstrating the ability to:

“… identify and use general sources of information as well as those in specific fields of specialization
define suitable research topics and design research strategies within appropriate and available information resources, including electronic resources;
collect and organize information about a topic through library and laboratory research, using appropriate research technology;
evaluate information on the basis of its origin, viewpoint, relevance, accuracy, completeness and other research criteria;
analyze, interpret, classify, and synthesize information about a research topic;
interpret and communicate received information through written, oral or graphic form;
observe the laws, regulations, and institutional policies related to the access and use of information, demonstrating understanding of the economic, legal and social issues surrounding the use of information and information technology.”

3. Students should demonstrate the effective use of libraries in general and the Kurt R. Schmeller Library in particular, navigating the Library’s organization to access resources.

4. Students should specify the nature of different types of information resources and demonstrate skill in their access.

Specific Objectives

2. Identify and use print reference sources.
3. Use the CUNY+ Catalog to locate books; to retrieve, select and evaluate.
4. Use print and online periodical indexes to locate periodical articles.
5. Use licensed electronic resources to access full text articles.
6. Use online databases and search engines to access information.
7. Evaluate both online and print resources, applying criteria of currency, authority, objectivity, accuracy, relevance, completeness and origin; differentiating between scholarly and popular works, ideas and facts, and primary and secondary sources.
8. Demonstrate understanding of the importance of documentation, and employ specific citation styles. Design and implement effective search strategies, organizing and synthesizing information found.
9. Effectively communicate information, both verbally and in written form.
8. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies):

Assessment would be conducted through weekly assignments, term projects and examinations.

Weekly assignments partly done during class time

Term Projects:
1. Oral presentation of an assigned research project
2. Student developed research project including Thesis Statement, Outline and Annotated Bibliography

Examinations:
1. Periodic Quizzes
2. Final Exam

9. A detailed course outline of pertinent courses (include a laboratory outline when applicable)

Lesson Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course; Organization of Library materials, Tour, Reference assignment for oral presentation</td>
<td>Hands-on seeking material in Reference</td>
</tr>
<tr>
<td>2</td>
<td>Types of reference material, including Ready Reference, Primary and Secondary sources</td>
<td>Hands-on Continue Reference assignment</td>
</tr>
<tr>
<td>3</td>
<td>Searching in CUNY+PLUS, Circulating Books</td>
<td>Find books in CUNY+PLUS, locate in stacks, check out</td>
</tr>
<tr>
<td>5</td>
<td>Licensed electronic resources, Ebsco, Lexis-Nexis, Literature Resource Center, Opposing Viewpoints</td>
<td>Locate articles and compare, print whole text and/or E-mail to self</td>
</tr>
<tr>
<td>6</td>
<td>On-line Databases</td>
<td>Compare sites</td>
</tr>
<tr>
<td>7</td>
<td>Web resources, Search engines and directories</td>
<td>Do searches and compare results</td>
</tr>
<tr>
<td>8</td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Select Project topics</td>
<td>Review and evaluate Topics. Go to web site sources and finalize topics Work on research strategy and begin research for homework</td>
</tr>
<tr>
<td>10</td>
<td>Form topics into thesis statements, Use textbook and Library web sites</td>
<td>Complete thesis statements; and continue Research</td>
</tr>
<tr>
<td>11</td>
<td>Work on outlines, Use Library web sites</td>
<td>Continue research</td>
</tr>
<tr>
<td>12</td>
<td>Compare sources, Review evaluation criteria; and idea vs. fact; extra credit for Primary Sources</td>
<td>Continue research; Complete compilation of sources for homework</td>
</tr>
<tr>
<td>13</td>
<td>Review MLA style</td>
<td>Work on citations for sources; Write an evaluation for each source.</td>
</tr>
<tr>
<td>14</td>
<td>Projects due; Review for Final Exam</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)
Lecture, Discussion, Hands-on practice, Online tutorials
11. Texts, references and aids. A bibliography for the course and supplementary material, if any.

- CUNY Online Tutorial
- QCC “How to Write a Research Paper” Online Tutorial

12. Curricula into which the course would be incorporated and the requirements it will satisfy:

Providing one of the General Education Skills listed under the Educational Objectives of the College ("...use information management skills effectively for academic research and lifelong learning"), it would be an appropriate elective part of any program of study.

13. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable.

Equivalent courses are provided at LaGuardia, Queens and Baruch, as well as Nassau Community College.

14. Faculty availability:

The course would be taught by Library faculty.

15. Facilities and technology availability:

L318 and L112 (if it is completed) could be used, along with other Library facilities for hands-on practice.

16. List of courses to be withdrawn, or replaced by this course, if any.

None

17. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years):

Enrollment should be limited to 25 per section, and the course should be offered each semester.

18. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges.

A second classroom would have to available so that all individual bibliographic instruction requests by classroom faculty could be continued to be honored. Additional Library faculty may be required if more than one section is needed.
5) Information Literacy Proposal to the UFS:

The White Paper in PDF is at: http://ilstag2.cuny.edu/lib-serv.htm
http://ilstag2.cuny.edu/whitepaper.pdf

CUNY COUNCIL OF CHIEF LIBRARIANS
INFORMATION LITERACY WHITE PAPER

Information literacy (IL) is defined as a process by which students come to

- Recognize when they have a need for information
- Identify the kinds of information needed to address a given problem or issue
- Develop a search strategy and find and evaluate the needed information
- Organize the information and use it effectively to address the problem at hand
- Use the information legally and ethically.

The Council of Chief Librarians recommends that Information Literacy be fully implemented across the City University of New York, including

- The formation of a task force--appointed by the provosts--on each campus to determine ways that IL can be incorporated into the general education requirement for all programs. These groups might include interested librarians; professionals with expertise on learning theory, instructional design, and testing; as well as teaching faculty who effectively incorporate library research or IL into their courses.
- Extensive training of librarians and faculty--utilizing our videoconferencing infrastructure--on information literacy principles and best practices.
- Library partnerships with CUNY departments and programs to make explicit how appropriate information and research competencies are imparted to all graduates.
- Ongoing study of the information-gathering behaviors of faculty and students, including those engaged in online and distance learning.
- Careful assessment of IL outcomes.
EXPLANATION: THE CHALLENGE

Today's college students and graduates will spend their work life in an era of ubiquitous computing, networked and interactive communication, and information overload. To succeed in this era of knowledge work requires competencies in creating, sharing, searching out, using, and evaluating information to make judgments and solve problems. A "fourth R," (Information) Retrieval must be added as a basic competency for the educated worker and professional.

THE RESPONSE: INFORMATION LITERACY

Over the past decade, the concept, and program, of information literacy has developed within the context of "active learning" and "learning how to learn." A broad coalition of educators, led by librarians, has promoted IL as an important theme in higher education and institutional accreditation. Specifically, the historical call from the Middle States Association that each institution should foster optimal use of its learning resources through strategies designed to help students develop information literacy,1 was expanded recently to make clear that: the knowledge, skills, and tools to obtain information in many formats and media in order to identify, retrieve, and apply relevant and valid knowledge and information resources … is vital to all disciplines.2

Traditionally, IL training focused on print materials and the production of a research paper. Today additional emphases include the interpretation of visual materials (such as charts and graphs), using the Internet with discernment, exchanging information collaboratively, and using media in the presentation of findings.3 The new CUNY Proficiency Exam requirements of analytic reading and writing and interpreting material from charts and tables express current expectations of the University in this regard. Another emphasis is on understanding the requirements of effective assessment of IL "outcomes" as developed in the ACRL Information Literacy Standards (for a summary statement of desirable outcomes, see Appendix), recently expanded into guidelines for librarian-instructors in a report on the "Objectives for Information Literacy Outcomes."4

ACTIONS: CUNY COUNCIL OF CHIEF LIBRARIANS

In step with these developments, the Council of Chief Librarians has proactively supported the intensive training of CUNY librarians in Association of College and Research Libraries Institutes for Information Literacy, reviewed existing programs on the various campuses, encouraged the hiring of IL specialists by CUNY libraries, initiated development of an interactive IL tutorial, and adopted this White Paper for purposes of promoting its recommendations.

APPENDIX: Information Literacy Outcomes (Summary)

Outcome 1: The information literate student defines and articulates information needs by

Consulting faculty, librarians, peers, and a variety of resources
Utilizing print, media, and Web resources as appropriate considering cost, time, and availability
Reviewing and adapting the information needed.

Outcome 2: The information literate student accesses information effectively by

Selecting the best method of investigation (research, lab, fieldwork)
Designing appropriate search strategies (beyond "keyword" and Web browser)
Utilizing available resources (print, human, database)
Refining the strategy as the search progresses
Capturing, managing, formatting and recording information for effective use.

Outcome 3: The information literate student evaluates and incorporates information into their knowledge base and value system (context) by:

Restating concepts in his/her own terms
Synthesizing and integrating information into knowledge
Articulating, expressing, and adapting knowledge in dialogue and communication
Reviewing and assessing his/her understanding of the issue at hand.

Outcome 4: The information literate student uses knowledge (individually or as a group member) to accomplish their purpose by

Planning, revising, and presenting his/her new knowledge effectively
Utilizing appropriate media and formats.

Outcome 5: The information literate student attributes sources without

Plagiarism
Invasion of privacy, or
Violation of intellectual property rights.

16 April 2001

Dear Colleagues,
Enclosed please find the invitation for the Information Literacy meeting and background information.