These are guidelines, not a checklist of required elements. Course proposals should include an explanation of how the course is suitable to the requirement, understanding that the approval committee will consider courses that approach these elements creatively, with disciplinary norms in mind.

Not every course is suited to every proficiency; should you choose to infuse a course, you should select the proficiencies that best balance course content and course assignments (i.e. infusion of any proficiency should not infringe or radically change overall course content). Teaching of the proficiency should be in the service of course content. If it alters the content then the course should be redesigned and resubmitted to the college for approval as a new course.

INFORMATION LITERACY INFUSION ("information fluency") GUIDELINES

DEFINITION AND EXPLANATION OF THE PROFICIENCY

The Association of College & Research Libraries defines "information literacy" as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

Association of College and Research Libraries. (2015). *Framework for Information Literacy for Higher Education.* http://www.ala.org/acrl/standards/ilframework

Including information literacy assignments in your syllabus will help students learn how to critically evaluate information in terms of accuracy, authority and bias and to gain an understanding of the legal and ethical issues involving the use of intellectual property.

OBJECTIVES

To develop students' abilities to identify, find, understand, evaluate, and ethically use information. Students will also gain the ability to incorporate information with their own analysis and understanding, as well as develop their own research processes and strategies.

Implementing the information literacy framework

Substantial time should be spent in class to discuss the research process, as opposed to just focusing on the final research assignment. Best practices include:

- Discussing the purpose of research
- Emphasizing that research is an open-ended, iterative process, not a "one and done".
- Conducting background research on a topic in order to develop a research question.
- Recognizing different source types and their strengths and weaknesses

- Gathering and synthesizing diverse viewpoints and sources
- Recognizing bias and other sources of misinformation and disinformation
- Discussing the concepts of authority and expertise in evaluating information
- Discussing citation ethics and formats.
- Encourage practices that help students become aware of their own research process, such as research logs and reflective writing.
- Developing data-related skills where appropriate

Research projects should include a series of small assignments leading up to the final project that are designed to familiarize students with a wide variety of research tools and source types, and to consider a variety of opinions and perspectives. From an information literacy perspective, we recommend that students submit:

- Evidence of having completed background research on their chosen topic
- A clearly articulated research question
- Annotated bibliography of relevant resources, (ideally including an explanation of why they chose each source and how it will contribute to their paper).
- Evidence of understanding different source types (e.g. newspaper articles, blogs, peer-reviewed articles) if these are permitted or required sources.
- Evidence of having consulted and integrated diverse viewpoints.

GRADING

At least one-quarter of the course grade should be based on a research project.

LIBRARY SESSION AND SUPPORT

All information literacy courses should include at least one in-class session led by a faculty librarian (please refer to the list of subject librarians and the library instruction request form).

Students should become familiar with the information literacy resources, including helpful video tutorials and requests for research appointment, found under the research help tab on the library home page.

Faculty interested in infusing their syllabus with the information literacy proficiency are encouraged to contact their library liaison for further information, and/or email infolit@shu.edu.