Information Literacy and Research Skills

Definition	Standards ⇨⇨⇨	Level 1 **Aware** Students in introductory courses can identify, locate, and evaluate information on a basic level.	Level 2 **Competent** Students in upper-level courses can refine their skills (at left) beyond awareness and synthesize information into their own work.	Level 3 **Skilled** Graduating students can demonstrate all skills (at left) and generate original information.
The Stockton Information Literacy and Research Skills definition includes students' abilities to recognize what information they need, identify how to locate, analyze and evaluate it, and demonstrate how to synthesize the information in a legal and ethical manner.	Objectives ⇩⇩⇩	**While you are a Stockton student, you will learn and be asked to demonstrate your ability to:**	**While you are a Stockton student, you will learn and be asked to demonstrate your ability to:**	**Finally, you will be able to expand your information literacy and research skills to include the ability to:**
	Project Manage-ment	1.1a **Identify general information needs.** *Relevant sources were used to meet a general information need.*	2.1a **Refine information needs (subject or discipline-specific).** *Relevant sources were used to meet a discipline-specific information need.*	3.1a **Complete assessing information needs (beyond the discipline).** *Relevant interdisciplinary sources are used to meet information need.*
		1.1b **Follow Timeline.** *It appears the student successfully followed an assigned timeline.*	2.1b **Establish a realistic timeline.** *There is evidence that the student helped create a timeline for a project that involves information literacy and that the timeline was reasonable.*	3.1b **Follow a realistic timeline and/or demonstrate ability to reschedule timeline.** *There is evidence that the student helped create a timeline for a project and then either successfully followed or adjusted to that timeline.*
	Locating Information	1.2 **Search for and retrieve information.**	2.2 **Conduct (by subject or discipline) specific searches using advanced technologies and identify gaps in information.**	3.2 **Conduct advanced, specialized searches (move beyond your discipline), exploit many technologies, and adjust to gaps.**
	Evaluating	1.3 **Evaluate information source and relevance to information needs.** *See 1.1*	2.3 **Evaluate information for logic, bias, currency and credibility.** *Sources provided generally show logic, bias, currency, and credibility.*	3.3 **Gather additional information in response to evaluation findings.** *Student shows draft that displays or describes finding additional sources due to concern with the logic, bias, currency, and/or credibility of sources initially used.*
	Integrating	1.4 **Incorporate newly-acquired and prior information.**	2.4 **Integrate new and prior information to complete a research project.**	3.4 **Generate new information that adds to the body of knowledge of the discipline.** *Student conducts meaningful primary research that adds to disciplinary knowledge.*
	Citing	1.5 **Cite sources responsibly and demonstrate awareness of institutional academic honesty policy.** *Citations are used when quoting sources and when paraphrasing.*	2.5 **Demonstrate consistently responsible citation style appropriate to discipline and consistently represent content ownership of original information source.** *Citations in a format appropriate for a student's discipline are used when quoting and paraphrasing. Credit is given for visuals and in oral presentations or digital texts.*	3.5 **Model consistently responsible discipline-specific citation style and represent content/ownership of original information source with no errors.** *2.5 plus this is done correctly and without exception.*