LOBO Information Literacy Skills  
Objectives & Outcomes

Objective 1
The information literate student will determine the nature and extent of an information need.

Outcome 1.1
The student will develop a realistic overall plan and timeline to acquire the needed information. (ACRL 1.3.c)

1.1.1 The student will describe the stages of the research process. (ACRL 2.2.a) I, NDM

1.1.2 The student will search for, gather, and synthesize information based on an informal, flexible plan. (ACRL 1.3.c) I, NDM

1.1.3 The student will act appropriately to obtain information within the time frame required. (ACRL 1.3.c) I, NDM

Outcome 1.2
The student will define and articulate the need for information. (ACRL 1.1)

1.2.1 The student will identify an initial research topic. (ACRL 1.1.d) I, P

1.2.2 The student will narrow or broaden the scope or direction of the topic to achieve a manageable focus. (ACRL 1.1.d) I, P

1.2.3 The student will list key concepts and terms describing the facets of the research topic that may be useful in locating information. (ACRL 1.1.e) I, P

1.2.4 The student will narrow, broaden, or refine key concepts and terms describing the research topic. (ACRL 1.1.e) I, P

1.2.5 The student will demonstrate an understanding of how the desired end product will play a role in determining the need for information. (ACRL 1.1.d, 1.4.b) I, P

1.2.6 The student will describe how the intended audience influences information choices. (ACRL 1.4.b) I, P

1.2.7 The student will explore general information sources to increase familiarity with the topic. (ACRL 1.1.c) I, TBD

I = Introduced  
NDM = Not Directly Measured  
P= Practiced  
TBD = To Be Developed

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Outcome 1.3
The student will identify a variety of potential sources for needed information. (ACRL 1.2)

1.3.1 The student will identify various formats in which the information is available. (ACRL 1.2.c) I, P

1.3.2 The student will identify the value and differences (e.g., purpose, audience) of potential resources in a variety of formats. (ACRL 1.2.c, 1.2.d) I, P

Objective 2
The information literate student will access needed information effectively and efficiently.

Outcome 2.1
The student will construct and implement effectively-designed search strategies. (ACRL 2.2)

2.1.1 The student will identify related terms and synonyms for the research topic. (ACRL 2.2.b) I, P

2.1.2 The student will identify phrases to use as search terms for the research topic. (ACRL 2.2.b) I, P

2.1.3 The student will identify alternative endings, abbreviations, and multiple spellings of search terms for the research topic. I, P

2.1.4 The student will construct search statements using Boolean operators. (ACRL 2.2.d) I, P

2.1.5 The student will identify search terms to truncate, if appropriate. (ACRL 2.2.d) I, P

Outcome 2.2
The student will select the most appropriate retrieval method or system for accessing needed information. (ACRL 2.1)

2.2.1 The student will use different research sources (e.g., search engines, databases, catalogs) to find different types of information (e.g., web sites, articles, books). (ACRL 2.3.a) I, P

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2.2.2 The student will describe the differences between article databases and library catalogs and/or search engines. (ACRL 2.1.c) I, P

2.2.3 The student will distinguish among article databases, identifying what types (e.g., general, subject-specific) or subject coverage is most appropriate for a research topic. (ACRL 2.1.c) I, P

2.2.4 The student will identify differences between basic and advanced interfaces in search engines, when more than one interface is available. (ACRL 2.2.e) I, P

Outcome 2.3
The student will retrieve information online or in person using a variety of methods. (ACRL 2.3)

2.3.1 The student will use the LC call number system locate resources within the library. (ACRL 2.3.b) I, P

2.3.2 The student will determine whether or not a cited item is available immediately. (ACRL 1.3.a, 2.5.c) I, P

Objective 3
The information literate student will evaluate information critically.

Outcome 3.1
The student will apply criteria to analyze information, including authority, content, purpose, timeliness, and point of view or bias, to information and its source (ACRL 3.2.a, 3.2.c)

3.1.1 The student will articulate established evaluation criteria. (ACRL 3.2.a) I, P

3.1.2 The student will investigate an author’s qualifications and reputation. (ACRL 3.2.a) I, P

3.1.3 The student will investigate a publisher or issuing agency’s qualifications and reputation. (ACRL 3.2.a, 3.4.e) I, P

3.1.4 The student will describe the content of an information source. I, P

3.1.5 The student will describe the purpose for which information was created. (ACRL 3.2.d) I, P

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3.1.6 The student will identify where to look for a source’s publication date and, if possible, determine when the information was published. (ACRL 3.2.a) I, P

3.1.7 The student will articulate the importance of timeliness or currency and/or describe the impact of the age of a source or the qualities characteristic of the time in which it was created. (ACRL 3.2.a, 3.2.d) I, P

3.1.8 The student will recognize prejudice, deception, or manipulation. (ACRL 3.2.c) I, P

3.1.9 The student will articulate the impact of an author’s, sponsor’s, and/or publisher’s point of view. (ACRL 3.2.c) I, P

3.1.10 The student will describe how cultural, geographic, or other contexts within which the information was created may bias information. (ACRL 3.2.d) I, P

3.1.11 The student will recognize the presence of one-sided views, opinions, emotional triggers, stereotypes, etc. (ACRL 3.2.c) I, P

3.1.12 The student will consider the impact of his/her own biases on his/her interpretation of information. I, P

3.1.13 The student will investigate a source’s point of view or bias through comparison with other sources, including links, citations found in the source, or other similar sources. (ACRL 3.2.a, 3.7.c) TBD

3.1.14 The student will distinguish scholarly from popular sources. I, P

Outcome 3.2
The student will evaluate sources (e.g., article, web site, book, journal, database, catalog) for use. (ACRL 3.4.g)

3.2.1 The student will determine whether or not various information sources (e.g. web sites, popular magazines, scholarly journals, books) are appropriate for the purpose at hand, based on established evaluation criteria (see LOBO 3.1), and provide a rationale for that decision. (ACRL 3.4.g, 2.2.a) I, P

3.2.2 The student will indicate whether or not a specific, individual source (e.g., a particular web site, article, book) is appropriate for the
purpose at hand and provide a rationale for that decision based on established evaluation criteria (see LOBO 3.1). (ACRL 3.2.c) I, P

Objective 4
The information literate student will use information effectively to accomplish a specific purpose.

ENG 101 instructors are responsible for setting and achieving outcomes related to this objective.

Objective 5
The information literate student will use information ethically and legally.

Outcome 5.1
The student will integrate their research into learning products without plagiarizing.

5.1.1 The student will articulate the differences among the acceptable methods for integrating research (e.g., quoting, summarizing, paraphrasing). I, P

5.1.2 The student will identify when to use acceptable methods for integrating research. I, P

Outcome 5.2
The student will acknowledge the use of information sources through documentation styles. (ACRL 5.3.a)

5.2.1 The student will locate information about documentation styles. (ACRL 5.3.a) I, P

5.2.2 The student will select an appropriate or assigned documentation style among different styles. (ACRL 5.3.a) I, P

5.2.3 The student will identify citation elements for information sources in different formats (e.g., book, scholarly journal article, web site, interview). (ACRL 5.3.a) I, P

5.2.4 The student will follow documentation style guidelines correctly and consistently. (ACRL 5.3.a) I, P