Flagged Course – Information Literacy

Information Literacy entails the ability to identify, locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning. To receive a flag for information literacy, a course must incorporate student work that develops information literacy skills through classroom activities and assignments and a percentage of the final grade must include assessment of skills in information literacy. A library visit alone is not sufficient to qualify for a flag.

1. **Student work involving information literacy as described in the course assignments and syllabus.** Courses gaining a flag for Information Literacy reinforce students' ability to find, evaluate, and reflect on information found in a variety of sources. By critically reflecting on the nature, context, and impact of scholarly and professional information, rather than just the mechanics of finding it, students will be better prepared for research informed projects required at the upper-division level and in their major.

   Information Literacy Learning Outcomes include (but are not limited to):
   - Select information that provides relevant evidence for a topic.
   - Find and use scholarly and discipline-specific professional information.
   - Differentiate between source types (differences include primary vs. secondary vs. tertiary sources; scholarly vs. popular sources; professional vs. academic) recognizing how their use and importance vary with each discipline.
   - Evaluate resources for reliability, validity, accuracy, authority, and bias.

2. **Deployed course pedagogy that informs the professor's classroom craft, classroom activities, and course expectations about information literacy.** To assist students in developing proficiency in information literacy, professors will commit a portion of class time to explaining how scholars in their discipline create focused research questions, do research, summarize findings, and share new research with their peers. Professors should emphasize the value of finding credible evidence and teach students how to critically analyze text, images, or data. Other relevant topics could include how to quote, paraphrase, synthesize, and cite information appropriately.

   LMU librarians serve as a resource on information literacy. Faculty are encouraged to consult with a librarian when designing and revising information literacy assignments; the library's "*Guidelines for Designing Information Literacy Assignments*" provides additional information, including Information Literacy outcomes.

   Examples of assignments that incorporate appropriate outcomes include (but are not limited to):
   - Annotated Bibliography
   - Scientific Literature Review
   - Research Journal/Blog (student documents personal research progress; reflects on and analyzes search successes & failures)
   - Web Evaluation (critique of the scholarly value of a web-based source)

3. **Percentage of total final grade involving work demonstrating information literacy as described in the course syllabus.** In order to qualify for a flag in information literacy, at least 10% of the total course grade must assess information literacy.