Information Literacy at the Claremont Colleges: Engaging Critical Habits of Mind

Information literacy is the ability to use critical thinking to create meaningful knowledge from information. The information literate Claremont Colleges student:

- Engages in a process of **inquiry** in order to frame intellectual challenges and identify research needs;
- Strategically accesses and **evaluates** information;
- **Communicates** information effectively;
- Provides clear **attribution** of source materials used;
- And develops **insight** into the social, legal, economic, and ethical aspects of information creation, use, access, and durability.

**Critical Habits of Mind**

1. **Inquiry** - interpreting assignments; determining information needs; developing a research strategy, question(s), and/or thesis to facilitate strategic information discovery and access; preliminary research tool and source selection
2. **Evaluation** - resource analysis, inference, and revision of research strategy
3. **Communication** - synthesis, integration, contextualization, and presentation of evidence in scholarship and creative work
4. **Attribution** - providing clear documentation of source materials; perceiving and engaging in a scholarly conversation; understanding copyright regulations, fair use, and when to seek permissions
5. **Insight** - critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

**Information Literacy Learning Outcomes**

**First-Year Outcomes**

At the culmination of their initial year at one of the five undergraduate Claremont Colleges, the information literate student should be able to:

1. **Inquiry**
   - understand and interpret assignment parameters
   - clearly define a research or information need
   - conduct basic information search strategies
   - develop a bibliography using resources beyond web-based or popular media sources

2. **Evaluation**
   - conduct preliminary research to inform a research question or information need
   - engage with, understand, and draw inferences from scholarly work
   - select sources that are broadly appropriate to a research topic
   - distinguish between categories and types of information (e.g., fact v. opinion, scholarly v. popular, primary v. secondary)

3. **Communication**
   - paraphrase arguments and provide basic summaries of information sources
   - clearly distinguish between their own ideas and those of others

Adopted Spring 2013 by the CCL Information Literacy Steering Group, FMI: char_booth@cuc.claremont.edu
● provide a limited original synthesis of information sources

4 Attribution
● convey a preliminary understanding of why, when, and how to give attribution
● understand the criteria of academic honesty and how to avoid intentional and unintentional plagiarism
● cite basic information sources based on a specified style format in-text as well as in bibliography/endnotes/footnotes

5 Insight
● distinguish between institutionally provided and open web resources
● begin to recognize the universe of scholarship related to academic disciplines
● possess an emerging critical understanding of the social, legal, economic, and ethical aspects of information creation, use, access, and durability

Capstone/Graduate Outcomes
At the culmination of their capstone undergraduate experience or at the graduate level, the information literate Claremont Colleges student should be able to:

1 Inquiry
● clearly articulate an information need, define appropriate keywords and revise them as necessary, and discover/access specialized information resources
● explore multiple contexts of information creation
● identify and articulate the limits of the information that is available to them
● employ source materials in a way that demonstrates sophisticated independent thought

2 Evaluation
● effectively analyze information from multiple advanced sources into a project that represents significant new or novel information in their field of interest
● show an understanding/knowledge of scholarship related to topic
● choose appropriate resources for scope of information need

3 Communication
● organize, synthesize, and articulate a complex array of sources in a way that is accessible to the intended audience
● integrate and synthesize evidence expertly to support claims

4 Attribution
● develop a thorough bibliography with multiple and diverse sources of information that indicates a clear grasp of the ‘scholarly conversation’ in a discipline or disciplines
● exhibit proper use of paraphrasing, citations, footnotes, etc. in advanced original work.
● demonstrate sophisticated understanding of why, when, and how to give attribution

5 Insight
● demonstrate a grasp of where, why, and how to obtain open access versus institutionally-affiliated research resources and articulate their institutional access privilege beyond open web resources
● understand the various social, political, and cultural factors that affect information creation, use, access, durability, and openness
● perceive how these factors may affect the ability to obtain information post-graduation and form an alternate access strategy based on subsequent information need and context (e.g., interlibrary lending, information in the professions)
● clearly recognize the universe(s) of scholarship related to academic disciplines and interdisciplines