2003

**Bridging the Gap between Information Literacy and Campus Curricula: Using Curriculum Mapping to Achieve a Holistic Information Literacy Program**

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**Sharpening Intellect | Deepening Christian Faith | Inspiring Action**

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.
Bridging the Gap between Information Literacy and Campus Curricula: Using Curriculum Mapping to Achieve a Holistic Information Literacy Program

Lisa Janicke Hinchliffe, Beth L. Mark, Lawrie H. Merz
WILU 2003
Hopes for Session?
What is Curriculum Mapping?

- Process Approach to Gaining Understanding of Curriculum

- Overview:
  - Examine Program Curriculum
  - Align with or “Map to” Information Literacy Standards
Why Do Curriculum Mapping?

• Understand curriculum structures and relationships.
• Gain insight on how students experience their disciplines.
• Increase awareness of curricular content.
• Identify common/gateway courses.
• Reveal opportunities for library integration.
Why? (cont.)

- Seek Uniformity/Integrity of Information Literacy Exposure Across Campus
- Accreditation Readiness
- Assessment Readiness
- Foundation of Faculty-Librarian Partnership and Information Literacy Integration into Curriculum
Types of Library Integration

- Collections and Resources
  - Library Resources
  - Library Materials, e.g., Webpages

- Services
  - Reserves
  - Reference
  - Instruction
Messiah College Approach

1960s - 1983

- Library orientation = tours & worksheets for freshmen
- Almost no class-related instruction
A Turning Point....

1984

- Library liaison system begins
- Faculty/librarian relationships develop
- CD-ROMS introduced
- Course-related L.I. Begins & grows
Seize the day!

1990

- Instruction coordinator appointed
- Informal conversation with General Ed. Committee Chair
- 1st L.I. with ALL first year students in required history class
Documentation

1992

- Information goals & objectives developed by librarians
- IL doc. included as appendix of new General Ed. Program
  (and in subsequent Gen. Ed. Documents)
 Messiah College – Information Literacy

GOAL A. Understand the importance of information to their scholarly and practical pursuits.
Objectives—Students can describe and understand:
1. How scholars, researchers, and professionals use information.
2. The commodity nature of information: who generates, controls, and uses information.
3. The ramifications of the information explosion.
4. The role of libraries in information networks.

GOAL B. Have the ability to articulate and focus information needs.
Objectives—Students can:
1. Identify the nature of a given information need.
2. Formulate a research question.
3. Explore general information sources to become more familiar with a research topic.
4. Refine the focus of the information need.

GOAL C. Understand the structure and form of information.
Objectives—Students can:
1. Recognize that a variety of information sources exist, including published, electronic, and personal communication.
2. Understand that information is also available from unpublished sources, including experts, agencies, and information networks.
3. Understand the purpose and usefulness of various formats for different research tasks.
4. Distinguish among the various forms of recorded information (e.g., primary, secondary, scholarly, popular).
5. Understand that knowledge is organized in disciplines or areas of study.
6. Identify the most appropriate resources for a given information need.

GOAL D. Develop the capability to retrieve information from a variety of systems and formats.
Objectives—Students can:
1. Understand the basic concepts and techniques for developing an effective search strategy.
2. Understand the access points to information sources (e.g., author, title, call number, subject, keyword).
3. Understand the nature and use of controlled vocabulary for accessing information.
4. Accurately interpret bibliographic citations from print and computerized information resources.
5. Acquire the ability to locate materials in libraries and other information systems (e.g., union catalogs).

GOAL E. Develop the capability to evaluate and analyze the information content of a variety of sources.
Objectives—Students can:
1. Assess the relative value of sources for a given information need.
2. Evaluate sources for purpose, level of information, point of view, and audience.
3. Evaluate sources for validity (how the information was gathered) and currency.
4. Evaluate the credibility of the author(s) of the works.

GOAL F. Develop the capability to evaluate their information search processes.
Objectives: Students will:
1. Evaluate whether the original information need was satisfied or not.
2. Evaluate the various components of the information-gathering process.
3. Evaluate the resulting products of the information search.
4. Evaluate the skills acquired for future endeavors.

NOTE: The above goals and objectives were adapted from information literacy documents from Association of College and Research Libraries, Cleveland State University Library and Cornell University’s Alfred R. Mann Library. (10/1992)

Beth Mark (bmark@messiah.edu); Lawret Merz (lmerz@messiah.edu)
More documentation

1992

- Information goals & objectives developed by librarians
- IL doc. included as appendix of new General Ed. Program ...
- IL Objectives for First Year students
- FY IL objectives part of FY Seminar parameters
Approaches to Information Literacy

This component of *Approaches to Information Literacy* provides students with an introduction to basic skills in information retrieval, evaluation, and use. Further development of the abilities emphasized in this area is expected throughout the curriculum.

**Objectives**

*After completing First Year Seminar, students will:*

1. Know the location and function of essential areas in the library (Reference and Circulation Desk; online catalog; reference collection; periodicals; stacks; and Media Services).
2. Know how to locate and check out library materials.
3. Understand that materials not owned by the library can be obtained from other sources.
4. Be able to focus and articulate their information need; and identify key concepts of their topic.
5. Understand the difference between controlled vocabulary (subject headings of descriptors assigned by the producer of an index or database) and key words.
6. Use key concepts to find resources on a topic by using the online catalog, periodical indexes and other sources as needed.
7. Interpret bibliographic citations from the search results and locate the materials cited.
8. Evaluate the information retrieved, discerning the strengths, limitations and usefulness in relation to a topic.
9. Incorporate retrieved information into their own texts.
Curriculum Mapping

1997

- Initiative to “map” Academic Departmental Curriculum to Information Literacy Goals & Objectives
- Preparation/training of librarians
- Involvement of Academic Dean
Part of a process….

1990  Initial contact with Gen. Ed. Chair

1992  >  Information Literacy Goals & Objectives developed
      >  Included General Education documentation (along with Writing Across the Curriculum)

1993  Formally linked with First Yr. Sem.

1997  Academic Departments’ Curriculum mapping to I.L. Goals/Objectives
Information Literacy Objectives for First Year Seminars

After completing First Year Seminar, students will:

1. Know the location and function of essential areas in the library (Reference and Circulation Desk; online catalog; reference collection; periodicals; stacks; and Media Services.
2. Know how to locate and check out library materials.
3. Understand that materials not owned by the library can be obtained from other sources.
4. Be able to focus and articulate their information need; and identify key concepts of their topic.
5. Understand the difference between controlled vocabulary (subject headings of descriptors assigned by the producer of an index or database) and key words.
6. Use key concepts to find resources on a topic by using the online catalog, periodical indexes and other sources as needed.
7. Interpret bibliographic citations from the search results and locate the materials cited.
8. Evaluate the information retrieved, discerning the strengths, limitations and usefulness in relation to a topic.
9. Incorporate retrieved information into their own texts.
# INFORMATION LITERACY GOALS & OBJECTIVES

[Department or major]

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Course where being taught</th>
<th>Activities used to teach skill</th>
<th>How skill is measured</th>
<th>Selected information services</th>
</tr>
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<tbody>
<tr>
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<td>practical pursuits.</td>
<td>b. The commodity nature of information: who generates, controls, and uses</td>
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<td>information.</td>
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<td></td>
<td>c. The ramifications of the information explosion.</td>
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<td></td>
<td>d. The role of libraries in information networks.</td>
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<tr>
<td>2. Have the ability to articulate and focus information needs.</td>
<td>a. Identify the nature of a given information need.</td>
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<td>b. Formulate a general research question.</td>
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<td>c. Explore general information sources to become more familiar with a</td>
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<td>research topic.</td>
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<td></td>
<td>d. Refine the focus of the information need.</td>
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</tbody>
</table>

contact: Beth Mark (bmark@mestiah.edu) or Lawrie Merz (lmerz@mestiah.edu) Murray Library, Messiah College, Grantham PA 17027
INFORMATION LITERACY

First Year General Education

Approaches to Information Literacy

This component of Approaches to Information Literacy provides students with an introduction to basic skills in information retrieval, evaluation, and use. Further development of the abilities emphasized in this area is expected throughout the curriculum.

Objectives

After completing First Year Seminar, students will:

1. Know the location and function of essential areas in the library (Reference and Circulation Desk; online catalog; reference collection; periodicals; stacks; and Media Services).
2. Know how to locate and check out library materials.
3. Understand that materials not owned by the library can be obtained from other sources.
4. Be able to focus and articulate their information need; and identify key concepts of their topic.
5. Understand the difference between controlled vocabulary (subject headings of descriptors assigned by the producer of an index or database) and key words.
6. Use key concepts to find resources on a topic by using the online catalog, periodical indexes and other sources as needed.
7. Interpret bibliographic citations from the search results and locate the materials cited.
8. Evaluate the information retrieved, discerning the strengths, limitations and usefulness in relation to a topic.
9. Incorporate retrieved information into their own texts.

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<tbody>
<tr>
<td>7. Competencies Specific to First Year Seminar</td>
<td><strong>Comments</strong>: Many objectives filled in above are drawn from an existing list of information literacy objectives, &quot;Structural Parameters for First Year [Freshman] Seminar&quot; (in <em>A Faculty Guide to the General Education Curriculum</em>). Only those objectives not incorporated above appear below</td>
<td>a. Know the location and function of essential areas in the Library (Information and Circulation Desks; online catalog; reference collection; periodicals; stacks; and Media Services).</td>
<td>First Year Seminar</td>
<td>Librarians provide tours for all Fall First Year Seminar classes. A review of areas in the library is provided in spring library instruction sessions.</td>
<td>Self-assessment and ability to complete assignments that require use of various library functions.</td>
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<td></td>
<td></td>
<td>b. Know how to locate and check out library materials.</td>
<td>First Year Seminar</td>
<td>Librarians provide tours for all Fall First Year Seminar classes. A review of areas in the library is provided in spring library instruction sessions. Brief instruction is provided on the Library of Congress classification system.</td>
<td>Self-assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Incorporate retrieved information into their own texts.</td>
<td>First Year Seminar</td>
<td>Class library-related assignment in which students incorporate retrieved sources.</td>
<td>Evaluation by class instructor.</td>
</tr>
</tbody>
</table>

8. Competencies Specific to the Major.

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<tr>
<td>1. Understand the importance of information to their scholarly and practical pursuits.</td>
<td>Comments: How scholars, researchers, and professionals use information.</td>
<td>Physical Science -- Elementary Educ. PHS 102</td>
<td>Lecture describing activities of science &amp; how professionals gather information in each area</td>
<td>Exam questions.</td>
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<td></td>
<td>Education &amp; American Society EDU 201</td>
<td>Familiarization with relevant professional periodicals &amp; journals and examination of content. ERIC is mentioned.</td>
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<td></td>
<td>Educational Psychology EDU 203</td>
<td>Textbook chapter on research methodologies and strategies.</td>
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<td></td>
<td>Reading I EDU 301</td>
<td>-Students identify how research for their papers would be applied in an instructional situation.</td>
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<td>-Student journals</td>
<td>-Review of literature</td>
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<td>The Teaching Profession EDU 120</td>
<td>Understand the role of local teacher, school district, state &amp; country in generating standards, guidelines &amp; curriculum.</td>
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<td>-Exam questions</td>
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<td></td>
<td>Reading I EDU 302</td>
<td>Instructor-led discussion regarding ERIC, i.e., government/political party control of information selected for indexing &amp; dissemination</td>
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<td>-Reflection paper</td>
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<td></td>
<td>Educational Evaluation &amp; Measurement EDU 353</td>
<td>Examination of role of test development organizations.</td>
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<td>-Oral &amp; written group presentation</td>
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<td></td>
<td>c. The ramifications of the information explosion.</td>
<td>The Teaching Profession EDU 120</td>
<td>Hands-on demonstration illustrating large amounts of information produced on a particular topic in education; how searching techniques help locate relevant information. (Library instruction session.)</td>
<td>Student narrows assigned topic and completes worksheet.</td>
<td>ERIC, PsycINFO</td>
</tr>
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<td></td>
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<td>Reading I EDU 301</td>
<td>-Lecture on classroom libraries -Library &amp; instructor describe value of interlibrary loan for needed resources</td>
<td>Resources used in review of literature -Lab research session; I.I. requests generated</td>
<td>ERIC; PsychINFO; EdAIC</td>
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<td></td>
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<td>Reading II EDU 302</td>
<td>-Lecture about school libraries</td>
<td>-Students report on their school library using Dewey Decimal, etc. to make meaning of available resources</td>
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<td></td>
<td>Science Methods in the Elementary School EDU 347</td>
<td>Recognize that college library and public schools have finite budgets &amp; therefore cannot own everything produced (Class discussion).</td>
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</tbody>
</table>

2. Have the ability to articulate and focus information needs.

Comments: **FIRST YEAR SEMINAR** Objectives b-d below are covered by many, but not all, First Year Seminar instructors. For example, many instructors have students develop topics out of class readings. Some students browse in databases taught in class to explore a topic (objective c). Several instructors teach the concept of mapping or webbing to refine the focus of a topic (objective d). However, because this is not a specific First Year Seminar objective, these skills cannot be assumed to be a competency introduced to all First Year Seminar students.

<table>
<thead>
<tr>
<th>a. Identify the nature of a given information need.</th>
<th>First Year Seminar (introductory)</th>
<th>Instructor’s assignment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading I EDU 301</td>
<td>Generate list of preliminary topics</td>
<td>Instructor compiles and distributes list to class</td>
</tr>
<tr>
<td>b. Formulate a general research question.</td>
<td>Education and American Society EDU 201</td>
<td>Develop research paper topic.</td>
<td>Peer intervention; instructor grades paper.</td>
</tr>
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<tr>
<td>c. Explore general information sources to become more familiar with a research topic.</td>
<td>Reading I EDU 301</td>
<td>Brainstorming session in which narrowing/focusing of topic is modeled with the class.</td>
<td>C.O.W. (coaxing out words) prods (reading writing) based on written models of others</td>
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<tr>
<td></td>
<td>The Teaching Profession EDU 120</td>
<td>Students search ERIC &amp; PsycINFO for current information on topic unknown to them, e.g., Asperger's Syndrome</td>
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<td></td>
<td>Reading I EDU 301</td>
<td>Students do initial database searching to explore topic for paper.</td>
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<td></td>
<td>The Teaching Profession 120</td>
<td>Students narrow focus to specific aspects of Asperger's Syndrome.</td>
<td>Completion of worksheet</td>
</tr>
<tr>
<td>d. Refine the focus of the information need.</td>
<td>Reading I EDU 301</td>
<td>Submit topic sentence for review of literature paper (following Advanced ERIC session.)</td>
<td>-Instructor approval of topic -Paper introduction is checked for focus.</td>
</tr>
</tbody>
</table>

3. Understand the structure and form of information.

**Comments:** Three classes in the elementary education major consistently include library instruction sessions.

**The Teaching Profession** -- Introductory session for ERIC, PsycINFO, accessing Teaching Resources (WWW & library catalog)

**READING I** -- Advanced research lab session concentrating on PsycINFO, use of ERIC documents, refining search strategy, etc.

**CHILDREN'S LITERATURE or MULTI CULTURAL CHILDREN'S LITERATURE** -- Students learn to locate book reviews, information about authors, Web resources, teaching resource books, reference books, children's literature journals and practical teaching periodicals.

<p>| a. Recognize that a variety of information sources exist, including published, electronic, and personal communication. | Reading I EDU 301 | Students made aware of complex variety of resources that comprise ERIC documents; other databases as complements to &quot;education&quot; databases (Library instruction/lab research session.) | Student journals. | ERIC, PsycINFO, EdAbs, Library Literature, SocAbs, etc. |
|       | Science Methods in the Elementary School EDU 347 | Variety of resources used to develop science units: children's lit., media, Internet, music | -Annotated resources bibliography for unit -Service learning/student teaching experience. | WWW Media Video/DVD CD-ROM |</p>
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<td></td>
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<td>practical pursuits.</td>
<td>a. How scholars, researchers, and professionals use information.</td>
<td>ART 136</td>
<td>Researched presentations.</td>
<td>Quality of paper or presentation.</td>
<td>FirstSearch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART 145</td>
<td>Researched presentations.</td>
<td>Quality of paper or presentation.</td>
<td>Periodical search.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART 182</td>
<td>Researched presentations.</td>
<td>Quality of paper or presentation.</td>
<td>Periodical search.</td>
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<td>ART 282</td>
<td>Assignments on artists, processes, or ideas in art.</td>
<td>Instructor reads and grades work.</td>
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<td></td>
<td>ART 361/362</td>
<td>Assignments on artists, processes, or ideas in art.</td>
<td>Instructor reads and grades work.</td>
<td>Library search.</td>
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<td></td>
<td></td>
<td>ART 493</td>
<td>Assignments on artists, processes, or ideas in art.</td>
<td>Paper or presentation.</td>
<td>Library search.</td>
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<td>Competencies Specific to the Major</td>
<td>Course(s)</td>
<td>Assignment</td>
<td>Evaluation</td>
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<tr>
<td>a. Students will learn to access and coordinate holdings in three areas of the library: scores, recordings, and literature about music</td>
<td>MUS 303 History of Music I, MUS 304 History of Music II</td>
<td>Research/Writing assignment requiring bibliographic citation of original sources and scholarly editions</td>
<td>Evaluation of thoroughness of research findings and research process</td>
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<td>b. Students will learn to creatively employ reference books and indices on music; also they will access information from <em>International Index to Music Periodicals (IIMP)</em> and FirstSearch</td>
<td>MUS 305 History of Music III</td>
<td>Writing Assignment 2, “Topics in Baroque and Classical Music,” requiring students to employ both primary and secondary sources</td>
<td>Evaluation of bibliography and appropriateness of quotations</td>
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<td>c. Music students will learn to use current periodicals pertaining to general music course work as well as their applied areas of performance</td>
<td>APM (applied music major areas)</td>
<td>Instructor will require reading/research employing periodicals specific to a music major’s applied area (e.g., <em>Clavier</em>)</td>
<td>Evaluation of the performer’s knowledge of interpretation of compositions under study; student subscription to appropriate periodical</td>
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<td>d. Knowledge of the latest editions of a few key reference resources in the field of music</td>
<td>MUS 101 Music Theory I, MUS 303 History of Music I, MUS 304 History of Music II</td>
<td>Use of standard reference resources is required in research and is introduced by professor in class</td>
<td>Examination of bibliography for citation of these sources</td>
<td>Grove Dictionary of Music and Musicians, Harvard Dictionary of Music, Baker’s Biographical Dictionary</td>
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# INFORMATION LITERACY GOALS & OBJECTIVES
## Theatre Major

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<td>Comments:</td>
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<tr>
<td></td>
<td>a. Focusing information gathering to specific need.</td>
<td>THE 110</td>
<td>Various lectures and discussions.</td>
<td>Relevance of scene prep work.</td>
<td>Murray FirstSearch ProQuest WWW</td>
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<td></td>
<td></td>
<td>THE 235</td>
<td>Essay</td>
<td>Instructor evaluation.</td>
<td>Murray FirstSearch ProQuest</td>
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<tr>
<td></td>
<td></td>
<td>THE 360</td>
<td>Various lectures and discussions.</td>
<td>Relevance of scene prep work.</td>
<td>Murray FirstSearch ProQuest WWW</td>
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</table>
INFORMATION LITERACY GOALS & OBJECTIVES
Art Major

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Course where being taught</th>
<th>Activities used to teach skill</th>
<th>How skill is measured</th>
<th>Selected information services</th>
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<td>8. Competencies Specific to the Major.</td>
<td>Information gathering is also visual/viewing original art works - it is not just text related. The acquisition of visual literacy, which comes from looking, making, and critiquing. This is fundamental to artists, and occurs in all studio courses, with far greater frequency then textual information gathering.</td>
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Representation—Dare to Ask!

› General Education Committee, 1997-

› Educational Program Review Task Force, 2002-
Example: Major curriculum review at Messiah College

2003 - College-wide educational objective for information literacy added:

>> To develop those abilities essential to liberal education:

>> Accessing, evaluating, and using information effectively and ethically.
University of Illinois Approach

• Workshops for Library Faculty on Curriculum Mapping
• Follow-Up Library Faculty Consultations with Coordinator for Information Literacy
• (Encouraged) Library Faculty Discussions with Campus Faculty
• [Supplies: Post-It Notes, 11”x14” Paper, Pens, Rulers]
UIUC Mapping Procedure

A. Learn
   1. Identify Courses in Program of Study
   2. Read Course Titles and Skim Descriptions
   3. Notice Prerequisite Statements
Mapping Procedure, cont.

B. Create

1. “Post It” (Use Legend)
2. Lay Out as Experienced
3. Label Relationships
Legend

- **Required**
- **Elective**
- "One Of"
- **External**
Mapping Procedure, cont.

C. Analysis

1. Identify Common/Gateway Courses
2. Examine Course Content
3. Select Target Courses
Mapping Procedure, cont.

D. Plan

1. Match Selected Courses with Information Literacy Goals
2. Develop Strategies for Approaching Faculty/Program Administrators
UIUC Example: Art

Art

Program Structure

Art History 111
4 hours

Art History 112
4 hours

Art GP 113
2 hours

Art GP 117
3 hours

Art GP 119
3 hours

Art GP 118
3 hours

Art GP 120
3 hours

Art Electives
8-14 hours

Advanced Art History
18-36 hours

Course Taking Behavior
UIUC Example: Political Science

Political Science

20 Hours Supporting Coursework
3rd Semester College Level Language Course

6 Hours PS courses at any level

PS 100 or 150
PS 280
Intro. to International Relations

PS 279
Intro. to International Relations (Adv. Comp)
PS 100 or 150, Comp I (GEN ED)

PS 100 or 150
PS 270
Intro. to Political Research

PS 100 or 150
PS 260
Intro. to Political Theory

PS 100 or 150
PS 250
Intro. to Public Policy

PS 100 or 150
PS 240
Intro. to Comparative Politics

PS 100
Intro. to Political Science

Courses at 300 level

PS 296
Special Topics
6 hrs, consent, Jr or Sr

PS 297
Honors Seminar

18 hrs PS, 3.5 GPA in PS, consent, Sr.

PS 299
Government Internship

PS 150
American Government

Model Statement G4.T2

3 of:

at least

4 of:

3rd Semester College Level Language Course

6 Hours PS courses at any level

PS 100 or 150, Comp I (GEN ED)

PS 279
Intro. to International Relations (Adv. Comp)

PS 100 or 150
PS 260
Intro. to Political Theory

PS 100 or 150
PS 250
Intro. to Public Policy

PS 100 or 150
PS 240
Intro. to Comparative Politics

PS 100
Intro. to Political Science

Courses at 300 level

PS 296
Special Topics
6 hrs, consent, Jr or Sr

PS 297
Honors Seminar

18 hrs PS, 3.5 GPA in PS, consent, Sr.

PS 299
Government Internship

PS 150
American Government

Model Statement G4.T2
Implementation: Considerations and General Tips

- Personnel
- Curriculum
- Other Considerations in Facilitating Implementation
A. Personnel considerations

1. Librarians
A. Personnel considerations

1. Librarians
   a. Assess interest among librarians
A. Personnel considerations

1. Librarians
   a. Assess interest among librarians
   b. Assess points of resistance
A. Personnel considerations

1. Librarians
   a. Assess interest among librarians
   b. Assess points of resistance
   c. Orientation and training
A. Personnel considerations

1. Librarians
   a. Assess interest among librarians
   b. Assess points of resistance
   c. Orientation and training
   d. Who’s in charge of the process and the outcome?
A. Personnel considerations

1. Librarians
2. Faculty
A. Personnel considerations

1. Librarians
2. Faculty
   a. Identify a "point person" in the department (a liaison)
A. Personnel considerations

1. Librarians

2. Faculty
   a. Identify a “point person” in the department (a liaison)
   b. Train departmental faculty liaison
A. Personnel considerations

1. Librarians

2. Faculty

   a. Identify a “point person” in the department (a liaison)
   b. Train departmental faculty liaison
   c. Outline departmental faculty liaison’s responsibilities
B. Curriculum
B. Curriculum

1. Curriculum map as contract
B. Curriculum

1. Curriculum map as contract
2. Changes to curriculum
B. Curriculum

1. Curriculum map as contract
2. Changes to curriculum
3. New programs, majors, or curricula
B. Curriculum

1. Curriculum map as contract
2. Changes to curriculum
3. New programs, majors, or curricula
4. “Nonsequential” students (e.g., transfers)
C. Other Considerations in Facilitating Implementation
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
   b. Library culture
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
   b. Library culture

2. Where’s the CLOUT?
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
   b. Library culture

2. Where’s the CLOUT?

3. Continuity
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
   b. Library culture

2. Where’s the CLOUT?

3. Continuity
   a. Change of personnel
C. Other Considerations in Facilitating Implementation

1. Consider "cultural" factors
   a. Departmental culture
   b. Library culture

2. Where's the CLOUT?

3. Continuity
   a. Change of personnel
   b. How does mapping continue with new faculty?
C. Other Considerations in Facilitating Implementation

1. Consider “cultural” factors
   a. Departmental culture
   b. Library culture

2. Where’s the CLOUT?

3. Continuity
   a. Change of personnel
   b. How does mapping continue with new faculty?
   c. Establish review cycle
Go for it!
Questions?
Now it’s your turn!

Exercise: Starting to develop a Curriculum Map for your institution
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<tr>
<td>1. Understand the importance of information to their scholarly and practical pursuits.</td>
<td>a. How scholars, researchers, and professionals use information.</td>
<td>Physical Science -- Elementary Educ. PHS 102</td>
<td>Lecture describing activities of science &amp; how professionals gather information in each area</td>
<td>Exam questions.</td>
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<td></td>
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<td>Education &amp; American Society EDU 201</td>
<td>Familiarization with relevant professional periodicals &amp; journals and examination of content. ERIC is mentioned.</td>
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<td>Educational Psychology EDU 203</td>
<td>Textbook chapter on research methodologies and strategies.</td>
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<td></td>
<td>Reading I EDU 301</td>
<td>-Students identify how research for their papers would be applied in an instructional situation.</td>
<td>-Student journals -Review of literature</td>
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<td></td>
<td>b. The commodity nature of information: who generates, controls, and uses information.</td>
<td>The Teaching Profession EDU 120</td>
<td>Understand the role of local teacher, school district, state &amp; country in generating standards, guidelines &amp; curriculum.</td>
<td>-Exam questions -Reflection paper -Oral &amp; written group presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading I EDU 302</td>
<td>Instructor-led discussion regarding ERIC, i.e., government/political party control of information selected for indexing &amp; dissemination</td>
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<td></td>
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<td>Educational Evaluation &amp; Measurement EDU 353</td>
<td>Examination of role of test development organizations.</td>
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Thank You!

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