Teaching information literacy is at the heart of the Library's mission. We are eager to collaborate with CIHI faculty to meet our shared goal of preparing students with these essential skills and concepts. This collaboration can take many forms and can be customized to meet the needs of your course.

Instructors are invited to pick any three learning outcomes below for the librarian to highlight in a classroom session. Together with the COM 101 Discussion Question or Library Encounter Online (LEO), students will be introduced to all foundational information literacy skills and concepts.

**Searching for Information**

- **Keyword Formulation** – Students will be able to generate a variety of keywords and phrases in order to retrieve relevant sources for their need.
- **Databases** – Students will be able to compare and contrast the features of library and open source databases in order to use them effectively.
- **Topic Selection** – Students will be able to develop a focused topic for their need in order to construct a research question and search strategy.
- **Source Selection** – Students will be able to choose the most applicable type of source (e.g. book, journal article, newspaper article, etc.) for their need in order to provide appropriate evidence.

**Critical Evaluation**

- **The Research Process** – Students will be able to discuss how the research process functions in a particular discipline in order to engage in the scholarly discourse.
- **The CRAAP Test** – Students will be able to evaluate a source based on its currency, relevance, authority, accuracy, and purpose.
- **Scholarly vs. Popular** – Students will be able to identify whether a source is scholarly (peer-reviewed) and determine its contribution to the scholarly discourse.
- **The Information Cycle** – Students will be able to describe how the information cycle flows for a given discipline and determine the types of sources available for their information need.
- **Cited Reference Searching** – Students will be able to conduct a cited reference search in order to evaluate a source's contribution to the scholarly conversation of its discipline.
Using and Citing Information

- **Primary vs. Secondary Sources** – Students will be able to determine what kind of information is considered primary or secondary for a given discipline in order to select the most relevant databases to search.

- **Plagiarism** – Students will be able to quote, paraphrase, and incorporate another person’s work into their research in order to avoid plagiarism.

- **Citation** – Students will be able to create citations and references in order to accurately attribute information to its original author(s).

Thank You!

Please provide your information below and one of the Research Center librarians will prepare a class for your students and be in touch accordingly.

Your name: ________________________________________________________________

Course: _________________________________________________________________

Date & time (subject to confirmation): ______________________________________

Please use this space for additional comments:

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Chris Carmichael  
ccarmichael@creighton.edu  
402.280.1757

Mary Nash  
mdnash@creighton.edu  
402.280.2226

Mike Poma  
mapoma@creighton.edu  
402.280.2298

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