

Appendix B
Rutgers University Libraries Information Literacy Goals Mapped to the ACRL Framework

General Goal	ACRL Framework Knowledge Practices
<p>Students will determine the nature and extent of the information needed.</p>	<p><i>Frame: Research as Inquiry</i></p> <p>Students will:</p> <ol style="list-style-type: none"> a. formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information b. determine an appropriate scope of investigation c. deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations d. use various research methods, based on need, circumstance, and type of inquiry e. monitor gathered information and assess for gaps or weaknesses <p><i>Frame: Information Creation as a Process</i></p> <p>Students will:</p> <ol style="list-style-type: none"> a. articulate the capabilities and constraints of information developed through various creation processes b. assess the fit between an information product's creation process and a particular information need c. articulate the traditional and emerging processes of information creation and dissemination in a particular discipline d. recognize that information may be perceived differently based on the format in which it is packaged e. recognize the implications of information formats that contain static or dynamic information

	<p>f. monitor the value that is placed upon different types of information products in varying contexts</p> <p><i>Frame: Searching as Strategic Exploration</i></p> <p>Students will:</p> <ul style="list-style-type: none"> a. determine the initial scope of the task required to meet their information needs b. identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information c. utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching d. match information needs and search strategies to appropriate search tools; e. design and refine needs and search strategies as necessary, based on search results f. understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information g. use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately h. manage searching processes and results effectively
<p>Students will access needed information effectively and efficiently.</p>	<p><i>Frame: Research as Inquiry</i></p> <p>Students will:</p> <ul style="list-style-type: none"> a. determine an appropriate scope of investigation b. deal with complex research by breaking complex questions into simple ones, limiting the scope of investigation c. use various research methods, based on need, circumstance, and type of inquiry <p><i>Frame: Searching as Strategic Exploration</i></p>

	<p>Students will:</p> <ol style="list-style-type: none"> a. determine the initial scope of the task required to meet their information needs b. match information needs and search strategies to appropriate search tools c. design and refine needs and search strategies as necessary, based on search results d. use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately e. manage searching processes and results effectively
<p>Students will evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.</p>	<p><i>Frame: Authority is Constructed and Contextual</i></p> <p>Students will:</p> <ol style="list-style-type: none"> a. define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event) b. use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility c. recognize that authoritative content may be packaged formally or informally and may include sources of all media types d. understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time. <p><i>Frame: Scholarship as Conversation</i></p> <p>Students will:</p> <ol style="list-style-type: none"> a. critically evaluate contributions made by others in participatory information environments b. recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

<p>Students will understand many of the economic, legal, and social issues surrounding the use of information and will access and use information ethically and legally.</p>	<p><i>Frame: Information Has Value</i></p> <p>Students will:</p> <ul style="list-style-type: none"> a. give credit to the original ideas of others through proper attribution and citation b. understand that intellectual property is a legal and social construct that varies by culture c. articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain <p><i>Frame: Scholarship as Conversation</i></p> <p>Students will:</p> <ul style="list-style-type: none"> a. cite the contributing work of others in their own information production;