

INSTITUTION: HEART College of CONSTRUCTION SERVICES

DEPARTMENT: Related

Module: Six modules

COURSE: Information Literacy

COURSE CODE: IL

DURATION: 24 HOURS

YEAR: 2019-2020

MODULE 1: Introduction to Information Literacy

DURATION: 4 HRS.

CONTENT

- What is information?
- What is information literacy?
- Who is an information literate person?
- Why is Information literacy important?
- Identify the components of information literacy in the 21st century
- List specific skills required for an information literate trainee in the 21st century
- Explain the importance of knowing how to locate, evaluate and use information

REFERENCES

Adirectory.us. (Photographer). (2014). *Encyclopedias [Web Photo]*. Retrieved from <http://www.adirectory.us/reference/encyclopedias/>

Cvcomputers. (Photographer). (2015). *Higher Order Thinking Skills [Web Photo]*. Retrieved from <https://cvcomputers.wikispaces.com/HOTS>

Global link. (Photographer). (2014). *Computer fax machine [Web Photo]*. Retrieved from <http://www.itshopnepal.com/kathmandu-buy-shop/fax-machine/fax-machine/>

IndiaCrunch. (Photographer). (2015, March 29). *Digital Camera [Web Photo]*. Retrieved from <http://www.indiacrunch.in/top-10-digital-cameras-under-rs-10000/>

Johannes Jansson/norden.org. (Photographer). (2011, march 8). *books [web Photo]*. Retrieved from <https://en.wikipedia.org/?title=Book>

Lanning, S. (2012). *Concise Guide to Information Literacy*. Santa Barbara, California: Libraries Unlimited.

National Forum on Information Literacy. (Photographer). (2015). *Information Literacy Skills [Web Photo]*. Retrieved from <http://infolit.org/information-literacy-projects-and-programs/>

Pinstopins. (Photographer). *Cassette [Web Photo]*. Retrieved from <http://www.pinstopin.com/jvc-sx-vhs-vhs-cassette/>

Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information literacy success* (2nd ed.). Boston, MA: Cengage Learning

MODULE 2: Determining the Information needs

DURATION: 4 HRS.

CONTENT:

1. What is an information need?
2. Define a research problem
3. Explain the need for a main research question and relevant focused questions
4. Develop effective main research questions and focused research questions
5. Distinguish between Primary and Secondary information sources.
6. Explain various ways to present information.
7. Explain various ways to access information
8. Identify and describe 21st Century information sources
9. Identify the keywords of your information need.
10. Determine what and how much information is needed.
11. Use the internet to identify the research process in order to map an outline for their information need.
12. Use Microsoft word to list the locations of resources to meet their information needs.
13. Seek help for understanding an information need.
14. Assess own knowledge with respect to an information need.

REFERENCES

Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information literacy success* (2nd ed.). Boston, MA: Cengage Learning

Lanning, S. (2012). *Concise Guide to Information Literacy*. Santa Barbara, California: Libraries Unlimited

MODULE 3: Finding and Accessing Information

DURATON: 4 HRS.

CONTENT:

- Outline the process of information seeking
- Identify the key steps to searching effectively and efficiently for action
- Demonstrate the ability to use a variety of information sources to find, access and use information to create a product

- Evaluate and appreciate your ability to manipulate technology and resources to get the desired information and use it ethically, efficiently and effectively
- Adhere to the guidelines for use of other people’s work in an informational product
- Use classification systems to locate information in the library

REFERENCES

Lanning, S. (2011). *Concise guide to information literacy*. California: Libraries Unlimited

Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information literacy success* (2nd ed.). Boston, MA: Cengage Learning

MODULE 4: Evaluating Information

DURATION: 4 HRS

CONTENT:

- Define evaluate information
- Define key terms authority, currency, point of view, quality and objectivity
- Demonstrate an understanding that some information or information sources may present a one-sided view and may express opinions rather than facts
- Engage students in discussion about finding information on Google – have them do sample searches using alternative search engines vs. Google
- Evaluate a list of citations and determine what type of information source is being cited (book, journal, video, etc).
- Use a set of criteria to evaluate information and information sources
- Identify specific criteria that should be used to evaluate web pages for credibility and appropriateness.
- Develop basic set of criteria for evaluating information sources.
- Know how to evaluate an author and publisher of a source.
- Know how to judge a source's usefulness, based on currency, content and relevance.
- Know how and why to pay closer attention to Websites and their evaluation.

REFERENCES

- Thomas, N., Franklin, L. L., & Crow, S. R. (2011). *Information Literacy and Information Skills Instruction : Applying Research to Practice in the 21st Century School Library*. Santa Barbara, Calif: Libraries Unlimited.
- Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information Literacy success* (2nd ed.). Boston, MA: Wadsworth

MODULE 5: Organizing Information

DURATION: 4 HRS.

CONTENT:

- Explain the purpose and importance of effective information organization
- Describe methods of organizing verbal and visual information
- select and apply an appropriate method for organizing information
- Describe the uses of information and considerations when organizing information for each use

REFERENCES

Lanning, S. (2011). *Concise guide to information literacy*. California: Libraries Unlimited

Solomon, A., Wilson, G.,& Taylor, T. (2012). *100% information literacy success* (2nd ed.). Boston, MA: Cengage Learning

MODULE 6: Legal, Ethical and Communication issues relating to information

DURATION: 4 HRS.

CONTENT:

- Define copyright, plagiarism which governs both print and non-print material.
- Identify and discuss issues related to censorship and freedom of speech
- Demonstrate an understanding of what constitutes plagiarism and do not present another person's work as his or her own.
- Legally obtain, store and disseminate text, data, images and sound
- Demonstrate an understanding of intellectual property, copyright and fair use of copyrighted materials.
- Evaluate various sources of information and make a commitment to adhere to copyright laws.
- Credit information sources, systems and facilities.
- Select an appropriate documentation style (**APA , MLA**) and use it consistently to cite sources

REFERENCES

Lanning, S. (2011). *Concise guide to information literacy*. California: Libraries Unlimited

Solomon, A., Wilson, G.,& Taylor, T. (2012). *100% information literacy success* (2nd ed.). Boston, MA: Cengage Learning