

# WASHINGTON STATE UNIVERSITY INFORMATION LITERACY PLAN

*The WSU Information Literacy Plan consists of three levels of Information Literacy instruction for students—each addressing ascending skills. The goal of the plan is to equip all students graduating from WSU with the appropriate information literacy skills and mindsets to succeed in their discipline and in lifelong learning.*

## **LEVEL 1 | FOUNDATIONAL**

First-year students who are new to university-level research.

- 1 | Construct a research topic or question that is manageable and appropriate for the assignment, course, & available information
- 2 | Beginning understanding of the concepts of search terms and search strategies
- 3 | Apply search terms and strategies to locate and select appropriate sources
- 4 | Understand of the nature of sources (e.g. author authority) and conclusions that can be drawn from them
- 5 | Integrate information from a variety of sources and perspectives with their own ideas

## **LEVEL 2 | DEVELOPING**

Students who are beginning to specialize in their fields of study and who are discovering discipline-specific expectations for identifying, accessing, and using information.

- 1 | An awareness of discipline-specific search terms in order to locate sources that inform their research questions
- 2 | Knowledge of topic-relevant databases
- 3 | Construct search strategies that use some advanced search techniques, in order to find relevant information for their research
- 4 | Demonstrate an understanding of common strategies for retrieving and accessing sources
- 5 | Introduction to a variety of sources most relevant to their research and/or practice

## **LEVEL 3 | PROFICIENT**

Students who are immersed in their chosen disciplines and who are using discipline-specific strategies for identifying, accessing, and using information.

- 1 | Develop and apply discipline-appropriate search terms
- 2 | Use search results to inform and focus research
- 3 | Identify key databases and other resources to create effective search strategies
- 4 | Flexibility in employing appropriate strategies in navigating an increasingly complex information environment
- 5 | Understand discipline-specific complexities of authority, currency, credibility, and literature gaps