Information Literacy

College-Wide Learning Outcome: Students can identify, locate, collect, evaluate, and effectively and responsibly mobilize information for the task at hand. Students are able to frame a basic research project through appropriate and intentional selection of topics, strategies, and sources:

- Identifying a relevant topic
- Selecting valid and appropriate sources
- Documenting research through complete citations and/or annotated bibliography

Student ID# (required):	ſ

Class Level: 100@200@300 Course: Critical Studies Wisual Studies Media History Other

Does student appear to have native-level (or roughly equivalent) competency in English: Yes No

Directions:

Frequently Asked Questions

- Please circle one box in each row that best describes the information literacy skills demonstrated in the project.
- If the skill was not explicitly or implicitly part of the assignment's expectations, you may check NA in the left hand criteria column (this should be true for all the assignments you score).

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	Introductory 1	Devel 2	oping 3	Capstone 4		
Identifying a relevant topic NA ()	Does not clearly articulate a topic.	Articulates a topic that is either too broad, too narrow, or inappropriate to the parameters of the assignment as given.	Articulates a topic that is appropriate in scope for the assignment, adheres to the parameters of the assignment as given.	Articulates a topic that is appropriate in scope for the assignment; exceeds parameters of the assignment as given.		
Selecting valid sources (authority, accuracy and currency)	Most sourcesincluding sources central to the projectlack validity in terms of authority, accuracy, and/or currency.	Several sourcesincluding one central to the projectlack validity in terms of authority, accuracy, and/or currency.	All sources central to the project are valid in terms of authority, accuracy, and/or currency. Some additional sources may be less valid.	All sources are valid in terms of authority, accuracy, and/or currency.		
Effective application of sources based on disciplinary expectations.	Does not effectively apply sources to develop the project's major goals and expectations.	Sources are not consistently and/or effectively applied to the project's major goals and the expectations of the assignment. May introduce some irrelevant sources that distract.	Effectively applies sources to develop the project's major goals; most sources contribute meaningfully to the project consistent with the expectations of the assignment.	Effectively applies and synthesizes sources to develop the project's major goals; all sources contribute meaningfully to the project consistent with the expectations of the assignment.		
Documenting research NA ()	Does not document sources.	Documentation of sources contains substantial formatting errors or omissions.	Documentation of sources may contain minor formatting errors and/or no substantial omissions.	Documentation of sources is consistent, accurate and contains no significant formatting errors or omissions.		

Note: Completed rubrics will not be identified with any particular course/instructor.