

Appendix

Contextual Information on Carolina Core Learning Outcomes

Posted October 13, 2009; Revised Feb 8, 2011; Revised August 2011

V. Information Literacy

Core Component	Learning Outcome
<i>Information Literacy</i>	Upon completion of the Carolina Core, students will be able to collect, manage and evaluate information using technology, and communicate findings.

Context: In order to make informed decisions as citizens, University of South Carolina students must be able to determine when information is needed. From the abundance of information available from many sources, students must then find, identify, understand, and critically evaluate information. Students must be able to use a variety of print and electronic materials and technologies to research and present findings on discipline-specific topics as well as those of concern to all citizens. Also, they must demonstrate an awareness of the responsibilities inherent in the acquisition, development, and utilization of knowledge.

Skills in information literacy are necessary for distinguishing information that is reliable, authoritative, and current from that which is biased, misleading, and out-of-date. Such skills prepare students to adapt to new and evolving sources of information and the technologies that create and support them. These are lifelong skills, important to both professional and personal life.

Foundational courses that support this learning outcome emphasize the research process and methods for using technology to locate, collect, manage, and present information from a variety of sources (e.g., print, electronic, experts.) In such **foundational courses**, students select topics, conduct a literature review, evaluate and organize information, and present information in an annotated bibliography, research paper, presentation, or other appropriate form of communication.

A Carolina Core **integrative course** in the major might, for example, introduce students to the research methods and practices in the discipline, including information resources and comparisons to other fields. It might also emphasize professional literature in the discipline and how it is organized, archived, shared, and disseminated. An **integrative course** might focus on a research project that requires students to use key information sources for the discipline.

Students who achieve this learning outcome will be able to:

1. Determine the nature and extent of information needed.
2. Identify sources of information applicable to the need.
3. Evaluate information and its sources for credibility, reliability, bias, and currency.
4. Employ appropriate conventions for integrating and citing sources ethically and legally.
5. Use, manage, and communicate information using appropriate technology to accomplish a specific purpose.