You Can Curriculum Map: Using ACRL’s IL Framework to create student learning outcomes and start assessment

Samantha D. Kennedy
Rowan University, kennedysd@rowan.edu

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**You Can Curriculum Map**

Using ACRL’s IL Framework to create student learning outcomes and start assessment

**Create a Separation**

1. How does one gain authority?
   2. Professional standards, scholarly communications, digital humanities, data, other scholarship sources per major
   3. Open access, professional associations, copyright or patents
   4. Analyzing the information found on multiple levels
   5. Student’s creator role, process of scholarship
   6. Advanced searching, searching language, forward/backward searching

**Pre-Disciplinary**

1. Peer-review, news sources, internet, advanced Google searching
   2. Creating scholarly journals/books
   3. Citing, finding information, internet vs. library
   4. Keywords, background information sources, using multiple types of sources, building an argument, using context
   5. What is student scholarly contribution?
   6. Scope of searching, flexibility, subject headings, boolean searching

**Students will be able to:**

Skills

1, 3, 4, 6

Fits with Writing Arts Department’s Core Values

Online Self-Grading Quiz

Focus on defining terms, using proper library sources and online sources

Online Open-Ended Question

Focus on student understanding why they would use the library

**Concepts**

2, 4, 5

Identifiable by passing course/portfolio grade

**Choose Classes**

Rowan 101: Frames 1, 3

College Composition I & II: Frames: 1, 2, 3, 4, 5, 6

**References**

http://www.ala.org/acrl/standards/ilframework


1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration