

## Appendix 2: GEOC Program Plan For Information Literacy

### Major Program Women's Studies

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

For Women's Studies majors, Information literacy will be a special focus of two courses:

WS 265W: Women's Studies Research Methodology: Analysis of gender bias in research design and practice, problems of androcentric values, and overgeneralization in research. Varieties of feminist research methods and their implications for the traditional disciplines. Student projects using different methodologies.

WS 289W: Senior Seminar in Women's Studies: A capstone course integrating and analyzing Women's Studies theory and subject matter through research on a common topic and discussion of advanced texts.

In both of these courses, and with increased sophistication in the capstone course, Women's Studies students learn to practice advanced information literacy through their research projects, group projects and discussion, consultations with their instructors, and/or library instruction sessions.

**STANDARD ONE:** The information literate student determines the nature and extent of the information needed. In both courses, students learn to define and articulate their need for information through distinctive Women's Studies methodologies. They learn to use new sources of information pertinent to Women's Studies research (e.g., oral histories or alternative press publications).

**STANDARD TWO:** The information literate student accesses needed information effectively and efficiently. In both courses, students learn to use resources specific to Women's Studies, such as specialized databases, journals, and presses.

**STANDARD THREE:** The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system. In both courses, students evaluate information for androcentric bias. They develop an understanding of the ways that the intersections of race, class, gender, sexuality and other factors can shape information.

**STANDARD FOUR:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. In both courses, students pursue group and individual research projects that enable them to use information effectively while engaging in Women's Studies research.

**STANDARD FIVE:** The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically

and legally. Both courses emphasize rigorous and ethical research process and require students to credit sources appropriately and protect the privacy and security of sources as necessary.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

These are both required courses for our majors.

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