Critical Information Literacy Rubric (2017)				
	Advanced (3)	**Developing (2)**	**Emerging (1)**	**Initial (0)**
1.Student searches for information strategically.	Generates productive search strategies in both discipline specific subscription databases and public search engines, adapting search tools and strategies to the information need at hand.	Analyzes the ways that collections of information are organized in order to access relevant information. Refines search strategies as necessary, based on search results.	Compares searches in subscription databases and public search engines, noting the benefits and drawbacks of both to the information need.	Uses information from random sources.
2. Student critically examines the values, perspectives, and processes that shape information and its access.	Reflects on the connections among social, cultural, and historical contexts in order to critique information sources, their content, and the processes that produce them.	Analyzes how power manifests in the production and distribution of information by examining the ways that social, cultural, and historical contexts affect what type of information is created, who can create information, and what people know over time.	Explains how and why review processes and perspectives differ across the information production cycle.	Demonstrates limited capacity to recognize that different perspectives and processes are at work in information.
3. Student selects authoritative sources that are relevant to the information need.	Selects relevant sources whose authority meets the requirements of the information need.	Analyzes the constructed and contextual nature of authority, distinguishing sources whose authority is appropriate to the information need.	Classifies information sources according to authority, purpose, and audience. Matches source type to information need.	Evaluates information based on whether it agrees with their beliefs.
4. Student engages ethically and legally in information sharing and creation	Produces artifacts that make attribution to their sources according to disciplinary and/or social conventions.	Examines the purposes of and differences in attribution across academic disciplines according to the disciplines' scholarly conversations or research practices.	Describes the importance of attribution in terms of either the historical record or the scholarly conversation.	Notes the requirement to cite sources to avoid plagiarism.

What does Critical Information Literacy mean? Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. (ACRL 2015)

What should courses that seek certification as a GE course that satisfies this GLO include? 1. A variety of opportunities to practice the "discovery, critical evaluation, and reporting of information" (see EO 1100).

2. Assignments, activities, and required coursework that make extensive use of Pfau Library resources, the Web, and other information sources. Learning opportunities should include mindful application of search strategies, critical analyses of information sources, and written reflections about the social nature of information.

3. Discussion, reflection, and implications of the threshold concepts of information literacy: a. Searching as strategic exploration: Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops. b. Information creation as a process: Information in any format (tweet, blog, website, television production, newspaper, magazine, scholarly journal, film, book, encyclopedia, etc.) is produced to convey a message and is shared via a selected delivery method (online, print, etc.). The iterative processes of researching, creating, reviewing, revising, and disseminating information vary, and the resulting product reflects these differences. c. Authority is constructed and contextual: Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required. d. Scholarship as conversation: Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

4. Instruction, practice, and feedback on the following: a. Designing and using search strategies in various information resources. b. Examining the values, perspectives, and processes that shape information across the information production cycle. c. Evaluating, selecting, and synthesizing authoritative sources for the information need at hand. d. Analyzing and practicing attribution across various contexts

5. At least one research project that requires students to explore, critique, reflect on, and make attribution to information created through multiple different review processes and that asks them to synthesize this information within a single textual, visual, or digital product.

What resources are available?

● Librarian Collaboration: Librarians consult on the design of critical information literacy integrated research assignments; recommend resources, search strategies, and assessments; assist with linking online resources to online courses, and join discussion boards on Blackboard courses to anticipate/respond to students' research questions related to assignments.

● Critical Information Literacy Laboratory for Faculty: The "Instructor's Corner" contains teaching resources such as examples of discussion prompts, activities, videos, and more, for instructors seeking to integrate critical information literacy concepts and skills into their coursework. These resources are aligned with the library's student learning outcomes and are meant to assist faculty in helping their students think critically about how information works. These teaching tools can be tailored to class assignments and student needs in a variety of ways.

● Library Guides: Online resource pages that librarians create for faculty, to support course objectives. Relevant resources such as pertinent websites, databases, tutorials, books, and articles are individually selected by CSUSB librarians then collocated for students. Instructors can use a library guide on its own, link it to their class website, or incorporate it into their Blackboard course.

● Linking to Library Resources: Any subscription-based library resource (such as a journal, article, or research database) can be linked to online courses or class web pages, thereby integrating library online resources seamlessly with course materials.

● Critical Information Literacy Instruction: These sessions are customized for instructors' class assignment(s) by the librarians who teach them. Instruction sessions taught in the library provide hands-on searching experience for students, in addition to demonstrations, learning activities, etc., that support critical information literacy concepts and skills.

● See "Framework for Information Literacy for Higher Education," American Library Association, February 9, 2015.

● See "Pfau Library Critical Information Literacy Program," John M. Pfau Library, 2015.