Charting Your Course:
Using Curriculum Mapping to Enhance Information Literacy

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DEVELOP procedure for reviewing & deconstructing curriculum

IDENTIFY “high impact” courses within each Dept. for embedding info lit
Why Curriculum Mapping?

Get to know curriculum for each major or program of study

What's the place of information literacy in the curriculum as a whole?

Where is it most strategic to embed info literacy so more students benefit?

Work with faculty to avoid duplication and gaps in information literacy instruction
Methodology

• Fill out a map for each Major/program of study
• List required “core” courses as well as “electives”
• Obtain copies of course syllabi for content analysis
• Identify learning outcomes and assignments related to LMU core info lit dimensions and map to course
• Meet with Chair/Department to discuss findings
LMU’s Information Literacy
“Big Picture”

**UNIVERSITY LEVEL** (undergraduate learning outcome)

Information Literacy: Students will be able to identify info needs, locate and access relevant info, and critically evaluate a diverse array of sources

**PROGRAM LEVEL** (core curriculum)

Collect, interpret, evaluate and use evidence to make arguments and produce knowledge

Identify info needs, locate & access info. And critically evaluate sources

**COURSE LEVEL** (first year seminar, rhetorical arts, & info lit flag)

- Identify info need and conceptualize research strategy
- Critically evaluate sources
- Locate & access info: including discipline-specific professional info
- Interpret and evaluate evidence
- Use information ethically
In Search Of... Content Analysis

LMU CORE INFO LIT DIMENSIONS

- Identify info need via research/hypothesis
- Find info beyond assigned readings
- Evaluate sources
- Use evidence by integrating outside sources
- Info ethics via proper citations
**Excerpt from Mapping Instructions**

- **Step 8A**
  
  Then, put an “x” (section **8A**) in the box corresponding to the course Number that the learning outcome occurs in (p. 2 for core courses; p. 4 for electives.)

  **Example:**

<table>
<thead>
<tr>
<th>INFO. LIT. LEARNING OUTCOME</th>
<th>REQUIRED COURSES/CORE CC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHST 116</td>
</tr>
<tr>
<td></td>
<td>CHST 8A</td>
</tr>
</tbody>
</table>

  **Identify info need and conceptualize research strategy**

  - CHST 8A
  - CHST 332

  **Critically evaluate diverse array of sources**

  - CHST 206
  - CHST 302
  - CHST 332
  - CHST 360

  **Tips for Step 8**

  - You will need to get copies of the **course syllabi** for this section (see sample email/letter to a Department in Appendix A, p.9 of this document.) Once the syllabi are obtained, look at the course assignments and content to decide if there is information literacy. Obtaining syllabi for 1 year (representing both the Fall and Spring semesters) is sufficient.

  - Because mapping is not always straightforward, steps 8 and 8A might be challenging and require interpretation. Look at Appendix B (p. 10-13) and the “Info. Lit. Alignment” document (G Drive- Curriculum Mapping- Alignment) to help you think about the context of the assignments. Sometimes you might only have a brief description of an assignment. In these cases, use your best judgment to guess which information literacy learning outcomes are involved. You can put a “?” for the ones you aren’t sure about.

  - Often, multiple sections of the same course taught by different faculty will have different assignments. If at least one section of a course contains an information literacy assignment or component (but not all sections do), go ahead and include it.

  - Some courses are cross-listed with a different Dept. (for example, CHST 337 “Racial and
## Sample Curriculum Map

### INFO. LIT. LEARNING OUTCOME

<table>
<thead>
<tr>
<th></th>
<th>REQUIRED COURSES/CORE COURSES: COMMUNICATION STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R.A. (replaces 100, 110, 130?, 140)</td>
</tr>
<tr>
<td>Identify info need and conceptualize research strategy</td>
<td>8A</td>
</tr>
<tr>
<td>Critically evaluate variety of sources</td>
<td>X</td>
</tr>
<tr>
<td>Locate &amp; access books and articles</td>
<td>X</td>
</tr>
<tr>
<td>Plagiarism and citing sources</td>
<td>X</td>
</tr>
<tr>
<td>Interpret and evaluate evidence to make arguments</td>
<td>X</td>
</tr>
</tbody>
</table>

*Note: CMST 351 has an alternate path marked with (X*) for certain courses.*
## Dissection of CMST 204

<table>
<thead>
<tr>
<th>Information Literacy Learning Outcomes/Performance Indicators (What will the student do?)</th>
<th>Assignment (How will the student demonstrate the learning?)</th>
<th>Curriculum (What does the student need to know to do it well?)</th>
<th>How is it Assessed/Graded (How will we know the student has done this well?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a research topic or information need</td>
<td>Bibliography</td>
<td>Construct search query; Comm Studies Databases to find articles; Evaluate a scholarly article, including the research method uses; Identify research question; Citation Style</td>
<td>“Research Prospectus” consisting of bibliography/source list, annotated bibliography, and Lit Review comprises anywhere between 15-45% of grade</td>
</tr>
<tr>
<td>Find and use scholarly and discipline-specific professional information</td>
<td>Annotated Bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate a scholarly article and understand research method used</td>
<td>Literature Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select an appropriate documentation style and use it consistently to cite sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct well-supported research-based argument</td>
<td></td>
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</tbody>
</table>
Let’s Discuss:
Where does your department build on foundational information literacy skills?
Example: Reinforcing & Building On

Find, evaluate, & use scholarly and discipline-specific professional information

Evaluate different types of info resources using RADAR framework

Select information that provides evidence for a topic

Differentiate between scholarly and popular sources

Investigate the scope of a research database

CMST 204

RHETORICAL ARTS

FIRST YEAR SEMINAR
Outcomes (So Far…)

- 46 upper-level courses embedded info lit into learning outcomes
- New opportunities for faculty-librarian collaboration
- More sequential info lit across the curriculum
Reader’s Advisory


• LMU Library. (2014). Curriculum mapping at LMU. Retrieved from [http://libguides.lmu.edu/mapping2](http://libguides.lmu.edu/mapping2)
Reader’s Advisory


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