

COMM 110: Essentials of Speaking & Listening

Information Literacy Goals and Student Learning Outcomes

COMM 110 Course Description: *This course teaches the use of verbal and nonverbal communication along with an emphasis on research skills in order to organize and deliver four effective oral presentations: impromptu, informative, persuasive, and a group presentation. Additional emphasis is placed on identifying and overcoming listening barriers.*

Information Literacy Frames¹ Addressed in Library Session:

- Information Creation as a Process
- Research as Inquiry
- Authority is Constructed and Contextual
- Information has Value

This session expands concepts and procedures introduced in the LEP 100 information literacy sequence and prepares students for concepts introduced at 200-400 levels. Specifically, this session encourages students to conceptualize information-- even in an academic context-- as rhetorical and persuasive by considering the constructed and contextual nature of authority. Students will also be given an opportunity to begin to understand how a writer/speaker's authority is reflected and reinforced by their discursive platform.

Goal 1: Reinforce students' recognition of credibility

Student Learning Outcome 1.1: Students will be able to identify a potentially credible source given a rhetorical situation;

Student Learning Outcome 1.2: Students will be able to articulate *why* a source may be credible in a given rhetorical context;

Goal 2: Begin facilitating students' recognition of origins of a source's authority

Student Learning Outcome 2.1: Students will be able to articulate why a source might have been given authority;

Student Learning Outcome 2.2: Students will begin to notice features in platforms (newspapers, scholarly journals, blog posts) that reflect and reinforce that source's authority

Goal 3: Encourage recognition of students' own authority

Student Learning Outcome 3: Based on determination of a source's authority and consideration of a rhetorical context, students will be able to articulate why a source ought or ought not to be integrated into their own work

¹ The full Association of College and Research Libraries' "Framework for Information Literacy for Higher Education" (2016) can be found here: <http://www.ala.org/acrl/standards/ilframework> .