

Information Literacy Assignment Guide

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This assignment guide is a tool educators can use to critically examine and improve their assignment guidelines for the purpose of helping students produce better work. There is no expectation that assignments explicitly address all questions posed in the guide. Rather, each guide poses questions to help educators make decisions about what kinds of prompts to include -- or not to include -- in their assignment guidelines.

As you review the assignment guidelines, respond to the questions below (generated from the [information literacy rubric](#)) and revise your assignment prompts if appropriate and helpful to students. Depending on course level and prerequisites, it may be reasonable to expect students to know how to respond without explicit prompting. Consider providing students with a work sample that illustrates excellent performance.

Supporting materials

- What kind(s) of sources are called for explicitly in the prompt (e.g. peer-reviewed literature only; are newspapers, magazines, blogs, and other forms of popular media acceptable; etc.)?
- What guidance does the prompt offer in terms of quantity and diversity of sources?
- How does the prompt engage students in establishing or questioning the credibility of cited experts and other evidence?

Use of support

- What does the prompt explicitly ask students to do with that information (e.g. analyze, synthesize)?
- What does the prompt explicitly define as the purpose of the information (e.g. provide background information, support multiple perspectives, etc.)?

Academic integrity

- What guidance does the prompt offer in terms of ethical access and use of information? (e.g., personal data, clinical trials, animal trials)
 - What guidance does the prompt offer in terms of reference and citation style?
 - What guidance does the prompt offer regarding the balance of paraphrase, quotation, and summary?
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