

**Form: Program Plan
For Information Literacy**

- *To be completed by each Major Program. See the Undergraduate Catalog for a list of Major Programs.*
- *Plans must be approved by the School/College*
- *Plans are not approved by GEOC but are archived by GEOC for future oversight.*
- *Return the completed form by e-mail to GEOC at geoc@uconn.edu no later than Oct. 15, 2004 AFTER approval by the School/College)*
- *Submit revised catalog copy for major requirements to marianne.buck@uconn.edu by Nov. 1, 2004.*

Major Program Economics

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

To a large extent, the information literacy needs of economics students are similar to those of students in other social sciences and humanities – the need to access, assess, and cite various primary and secondary sources, in accord with ACRL Standards I-IV. There are, however, two distinctive aspects of information literacy in economics: (1) the need to access, assess, and manipulate quantitative data and (2) the contribution of the economic theory of intellectual property rights to the student’s understanding of the social issues surrounding the nature and use of information (ACRL Standard V).

The primary delivery vehicle for information literacy in economics will be the W courses the department offers. The following W-courses have been recertified by GEOC or are in the GEOC pipeline: Economics 201W, 202W, 203W, 204W, 205W, 207W, 213W, 225W, 242W, 247W, 253W, 258W, 259W, 286W, and 289W. These courses explore various fields of or perspectives on economics, and each thus teaches skills in information literacy in a manner appropriate to economics. In many of these courses, data literacy is as important as literacy about published sources.

In addition, the department offers specialized courses that teach advanced information skills. Economics 217 (Information Technology for Economics) stresses hands-on lab work in data acquisition and manipulation in various forms, including Excel spreadsheets. Students are also encouraged to take Economics 212Q and 213W, which teach econometrics, the methods of statistical analysis that are the bread-and-butter of present-day economics research. Many other upper-division courses also treat issues of information literacy, including quantitative literacy, in an *ad hoc* manner.

Students are exposed to the economics of intellectual property rights in both introductory and intermediate microeconomics (Economics 112 and 218). Students seeking greater depth can take Economics 232 (Industry and Government).

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

The explicit exit requirement we are setting is that students take at least one 200-level W course in Economics. This is already required under the new General Education system. In addition, students are required to take Economics 112 and 218, which expose them to the theory of intellectual property rights.

Date of Approval by Faculty or Appropriate Faculty Committee 9/10/04

Date of Approval by School/College C&C Committee _____

Major Program contact person: Richard N. Langlois

Date Submitted to GEOC _____
