

# Program Plan For Information Literacy

## Major Program Landscape Architecture

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

### Overview:

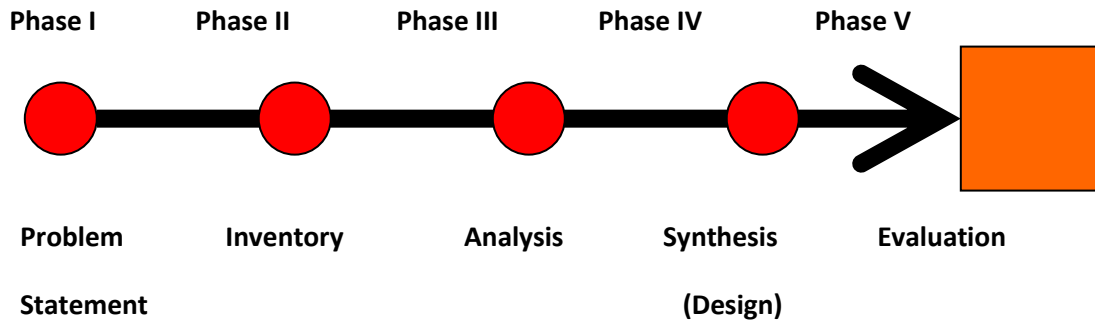
The majority of the courses offered in the landscape architecture major incorporate teaching and application of information literacy skills. In learning about and doing landscape architectural design, students are taught to access, analyze and synthesis written and graphic information from both primary and secondary sources. This information is used to produce design precedent studies; reports on contemporary and historic landscapes, and design theory; and to inform students' own design work. We do library instruction for the Map Room, MAGIC website, ART and Design Library, and Avery Index resources. Our newly established laptop program allows for careful guidance and monitoring in the use of internet information resources in all courses.

### Background:

The program of Landscape architect offers both traditional-type lecture courses and studio design courses. This document will focus on information literacy as it pertains to studio instruction.

### Course type: Studio Design.

Our studio design courses utilize the "Design Process" as represented in this diagram:



## Relationship of information literacy objectives for undergraduates to the "Design Process"

### Standard I: Defining Information Needs – Program Statement Phase

The problem statement is a hypothesis. A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation; a theory. Students need to define their information needs to prove/disprove their hypothesis.

Student product: A written document and a "story board".

The major objectives satisfied include:

- Develops a thesis statement and formulates questions based on the information need.
- Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.
- Recognizes that knowledge can be organized into disciplines that influence the way information is accessed.
- Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book vs. scholarly, current vs. historical).
- Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline.

### **Standard II: Accessing Information Effectively and Efficiently – Inventory Phase**

Inventory is the collection of factual data about the site and program. The inventory is considered a working document and all data needs to be documented as far as the sources, dates, accuracy, etc.

Typically, each site characteristic has a map. Some of the characteristics mapped include geology, hydrology, soils, existing zoning, structures....

Student product: A series of maps with descriptions and annotated diagrams.

The major objectives satisfied include:

- Investigates the scope, content, and organization of information retrieval systems.
- Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information.
- Identifies gaps in the information retrieved and determines if the search strategy should be revised.

### **Standard III: Evaluation and Critically Thinking about Information Sources – Analysis Phase and the Synthesis Phase**

Analysis is the task of assigning values to the factual data. Your judgments are based on the proposed program.

Typically, this stage ends with a summary map(s) which synthesizes the information into an understandable form for public consumption.

Product: Summary maps and judgments. Presentation documents.

The major objectives satisfied include:

- Analyses the structure and logic of supporting arguments or methods.
- Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence.
- Extends initial synthesis, when possible, at a higher level or abstraction to construct new hypotheses that may require additional information.

- Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia and audio or visual equipment) for studying the interaction of ideas and other phenomena.

**Standard IV: Results – Evaluation by means of public presentation to a jury of invited experts**

The final phase of the “Design Process” is to have the students present their results to a jury of invited guests with expertise in the subject area. The students give a verbal explanation of their projects. Their verbal explanation is supported with graphic materials (models, both 2 and 3 dimensional).

Product: Presentation models.

The major objectives satisfied include:

- Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards).
- Manipulates digital text, images and data, as needed, transferring them from their original locations and formats to a new context.
- Incorporates principles of design and communication.

**Standard V: Understanding Information Issues:**

As by-product to following the “Design Process”, our students are exposed to information issues.

The major objectives satisfied include:

- Identifies and discusses issues related to free vs. fee-based access to information.
- Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material.
- Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own.

**Studio Courses which utilize the “Design Process”**

The courses include: LAND 262, 265, 266, 267, and 268.

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

All of these courses are required.

**Date of Approval by Faculty or Appropriate Faculty Committee: 5 Feb 2007**

**Date of Approval by School/College C&C Committee 9 Feb 2007**

**Major Program contact person Peter Miniutti**

**Date Submitted to GEOC 12 February 2007**

