

## APPENDIX A

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### Requirements

- 4-year degree program
- Biology, Chemistry, or Physics
- Faculty or instructor

What discipline do you teach in? Chemistry Biology Physics

What province/state is your university/college in? \_\_\_\_\_

**TABLE 1**

Please indicate the point at which students in your degree program should have the following skills (particularly as they relate to the literature/information types used in your field):

		Year of Study					
		1	2	3	4	Grad	N/A
<b>General information literacy</b>							
Please indicate the point at which students in your degree program should have the following skills:							
1	Recognize the purpose, audience, and value of different information sources						
2	Recognize that information may need to be constructed from raw data or experiments						
3	Recognize <b>and use</b> field-specific information sources (like manuals, handbooks, and other sources)						
4	Synthesize information to draw direct conclusions						
<b>With specific emphasis on published journal articles</b>							
Please indicate the point at which students in your degree program should have the following skills:							
5	Read and understand most scientific articles in the field						
6	Assess the tools, methodologies, and/or analyses in a study to determine their appropriateness						
<b>Searching for information</b>							
Please indicate the point at which students in your degree program should have the following skills:							
7	Identify the correct searching tool for the type of information needed (such as library catalogue, database, or other searching tool)						
8	Construct a search that uses appropriate keywords and synonyms						
9	Construct a search that uses advanced searching syntax (like Boolean operators, proximity searching, truncation, and other searching tools)						
10	Recognize that a search needs to be refined and adjust it appropriately						
<b>Thinking critically about information</b>							
Please indicate the point at which students in your degree program should have the following skills:							
11	Examine and compare information from various sources to evaluate it for validity						
12	Analyze the structure and logic of supporting arguments						
13	Recognize prejudice, deception, and/or manipulation in information or its use						
14	Extend initial synthesis of information at a higher level of abstraction to construct a new hypothesis						

What reference/field-specific resources are most important for students in your discipline to know? (such as CRC handbook, conversion tables, major handbooks and manuals, and the like)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Are there any other important topics related to information/literature that your students need to know about, and when in their degrees would they need to know it?

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Are you willing to be contacted in the future to discuss this further? Yes No

Are you interested in entering to win a \$100 gift card? Yes No

Would you like to receive a summary of the study results? Yes No

Contact information: \_\_\_\_\_ (email address)