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### Curriculum Mapping

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## Curriculum Mapping

### Abstract

Curriculum mapping is a process that maps standards or skills to different points of the curriculum in order to establish a progressive sequence. While this is common practice in K-12 settings, it is much less common in a college or university. Librarians can utilize curriculum mapping to organize and create library instruction, without unnecessary overlap. On a broader scale, curriculum mapping helps to integrate librarian-led sessions and faculty-led sessions to successfully promote information literacy. In addition to defining curriculum mapping, in this session we will look at three different models of curriculum mapping, one in particular that employs the ACRL Information Literacy Standards for Science and Engineering/Technology.

### Disciplines

Library and Information Science

### Comments

Presented at the Upstate New York Science Librarians Meeting on October 25, 2010 in Rochester, New York.

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# Curriculum Mapping

- Definition
  - 4 Models
    - Librarian – Michelle Price
    - Department – St. John Fisher College
    - School/College – Southeast Missouri State University
    - Institution – Wartburg College, IA
-

# What was your favorite...

- Library Instruction Class
  - Reference interview
  - Library Project?
-

# Curriculum Mapping

- What is being taught?
- When is it introduced, reinforced, emphasized?
- Focus is on the **Sequencing**.



# Librarian -Michelle Price

## By Information Literacy Standards

NURSCurriculumMapping							
	A	B	C	D	E	F	G
1		Freshman	Freshman	Junior	Junior	Junior	Junior/Senior
2	I=Introduce, R=Reinforce, E=Emphasize,	Fall	Spring	1st Semester	1st Semester	1st Semester	2nd/3rd
3		EN101	XXX199	Orientation	NURS300	NURS303	NURS315
4	<b>Standard 1 - Define Information Need</b>						
5	Develops a thesis statement with a manageable focus		I				
6	Explores general information sources		I	R	E		
7	Identifies key concepts and terms	I	R				
8	Popular vs Scholarly		I			R	
9							
10	<b>Standard 2 - Access Information Efficiently</b>						
11	Selects the most appropriate information retrieval system		I	I			R
12	Uses controlled vocabulary					I	R
13	Constructs a search strategy using appropriate commands	I	R			E	E
14	Uses InterLibrary Loan as needed			I			R
15	Extracts, records, and manages the information		I			R	E
16							

# Librarian- Michelle Price

By resource, process, other...

29	<b>Library Nursing Databases &amp; Library Skills</b>					
30	Finding Full Text inside a Database	I	R			E
31	Finding Full Text from a citation/Browse a Journal					I R
32	Evidence Based Practice Literature Cycle					I
33	Applies Advanced Limiters					I R
34	Worldcat	I		R		
35	Nursing Reference Center			I		R
36	CINAHL					I R
37	ProQuest Nursing Journals			I	R	
38	PubMed/Medline*			I		R
39	National Guideline Clearing House					I
40	Cochrane Library					I
41	LexiComp			I		
42	Health & Wellness Resource Center			I		
43	Sage E-Reference			I		
44	Health Statistics					
45	Legal Materials					



# Department -Biology

	A	B	C	D
1	<b>Standard One - Identifies a suitable topic and determines the nature and extent of information needed.</b>			
2	<b>Standard Two - Acquires previously published information effectively and efficiently.</b>			
3	<b>Standard Three - Critically evaluates information and its sources, decides if there is a need to modify query and/or seek additional</b>			
4	<b>Standard Four - Uses information effectively to address topic and acknowledges sources with proper citations.</b>			
5		Fall -1	Fall -1	Spring-
6	I=Introduce, D=Develop/Reinforce, M=Master	BIOL 120	BIOL 127	BIOL 15
7	<b>Standard One - Identifies a suitable topic and determines the nature and extent of information needed.</b>			
8	1.1 Identifies a research topic, and identifies appropriateness of topic, through consultation with professor			
9	1.2 Develops hypothesis and research questions	I, D	I, D	
10	1.3 Can identify and explore the appropriate general information and discipline-specific sources	I	I	
11	1.4 Identifies key concepts and terms.	I, D	I, D	
12	1.5 Identifies purpose and audience of source (Primary, Secondary, Tertiary [popular media])	I	I, D	
13	1.6 Recognizes raw data may be a source of information and that it requires appropriate analysis			
14	1.7 Formulates a realistic timeline to acquire information.			

# Harrison College of Business

1. Meetings with Dean/Department Chairs
    - Garner support and understanding of process
  2. Meetings with Faculty in charge of Courses
    - Many meetings.
    - We brought framework – they filled out information.
    - Faculty agreed to make changes to curriculum.
-

# Institution - Wartburg College

◆ 2. The information literate student constructs and implements effectively-designed search strategies.

<i>Outcome</i>	<i>IS 101</i>	<i>EN 112</i>	<i>RE 101</i>	<i>IS 201</i>	<i>Sci R</i>	<i>CI Fac</i>	<i>Majors</i>
a. Develops a research plan appropriate to the investigative method.		✓					
b. Identifies keywords, synonyms and related terms for the information needed.	✓	✓R					
c. Selects controlled vocabulary specific to the discipline or information retrieval source.	✓						✓R
d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books).		✓					
e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters.		✓					
f. Implements the search using investigative protocols appropriate to the discipline.		✓					✓

# Summary

- **Know the ACRL Standards**
  - **Find Standards/Skills in your area**
  - **Be flexible**
  - **Be willing to compromise with faculty**
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