INST 250
Introductory Information Literacy Skills
Section EC
Fall 2026

This syllabus is subject to change and any changes will be posted in the Announcements section of your eConcordia portal.

Disclaimer: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

About the Course

Instructor

The instructor for this course is **Isabelle Lamoureux**.

This course was co-designed by **Anne Wade** and **Joanne Locke**, and the course materials posted to eConcordia feature Anne in the video and audio lectures. However, all assessments and meetings this semester will be conducted by Isabelle Lamoureux with the help of teaching assistants.

Contact Information: The instructor may be reached at: isabelle.lamoureux@concordia.ca**.** Please refer to Contacts page (in Course Home) for further information on how to contact the course TAs, or professor.

Please do not use Moodle for messaging professor Lamoureux – it lacks a reply function and as such is not an effective communication tool. Professor Lamoureux is usually quite quick with responding to emails. That does not, however, guarantee that you will always hear back from her the same day. She does not respond to emails on weekends. If you notice that your communication is lengthy, maybe ask for a zoom appointment. Before contacting your professor, please read the Discussion Board/Q&A forum as your questions may already have been addressed.

Be aware that if you are not using your Concordia email address your message might end up in the Junk box because Concordia's server tends to push all non-internal emails to spam, and your message is likely to be either read too late to be useful or get lost in the bin. You can redirect your Concordia email to your favoured email address to ease the transition and flow of your messaging.

Course Description

To achieve the main objective of helping you to become more information literate, the course has been divided into three major sections, encompassing nine lessons that follow a research process flowchart. In addition to the nine lessons, we have conducted several interviews which demonstrate how real people use their information seeking skills and therefore demonstrate their information literacy in real life situations.

To enable you to apply these newly acquired or improved skills, throughout the semester you will work on a Research Project. This project, which may be completed individually or in a team of 2 or 3 students (**maximum**), consists of 2 parts worth 20% and 40% of your final grade respectively.

In addition, there are 3 online quizzes that are designed for you to demonstrate your knowledge and understanding of the concepts you have learned.

There will be four Zoom sessions with professor Lamoureux, during which you will receive further instructions on the course objectives, lessons, research process, and assessments. Although these sessions are not mandatory, they are highly recommended. A recording will be posted the day after each meeting (please see the calendar). The Zoom link will be available in the Zoom Schedule posted on the Course Home page.

Course Objectives

The specific goals of this course are that students learn to:

- Implement the steps within the inquiry process prior to the writing of a comprehensive research paper, including: the selection of a research topic, the construction of a thesis statement, and the formulation of an outline;
- Make use of the variety of information sources (in print and online) available for research accessible from the Concordia Library system, including: books, reference material, journal articles, government documents, web sites and dissertations, by learning about the different retrieval tools available for each;
- Develop and apply effective search strategies for the different retrieval tools (library catalogue, subject and multidisciplinary databases, web search engines), appropriate for a research topic;
- Analyze and evaluate the quality and suitability of sources (published and unpublished) for a specific topic and to take notes that will support synthesis of the material;
- Organize material gathered from these sources into a logical and effective manner and to construct a working bibliography;
- Properly integrate newly developed ideas and to correctly document sources that were used in the research paper.

While the focus of this course will be on the development of key information literacy competencies, additional sub-skills related to critical thinking and self-regulated learning will also be addressed. **Writing skills are not addressed in this course**. The learning outcomes of this course will be applicable to students' academic, professional and daily lives.

Course Textbook

The required text for this course is: Lester, J. & Lester, J. (2018). *Writing Research Papers: A Complete Guide*. (16th ed.). Boston: Pearson Education.

This textbook is only available online as an e-book through the course website.

- Once you complete the payment on eConcordia to access the online course, register your Texidium account first.
- The electronic textbook materials can be downloaded from Texidium Windows or Mac mobile apps.
- The electronic textbook materials can be printed in the Texidium desktop apps for Windows and Mac or the online version.

Course Website

The course website can be accessed at www.econcordia.com, through the eConcordia dashboard.

Students will have access to the course content for 6 months after the end of the term for which you are registered.

Your account will allow you to access the online course material, which includes videos, notes, discussion boards, all graded course components, useful links, readings and many more resources.

The course website can be accessed at: https://www.econcordia.com/home/Profile/Login.aspx

Navigating the website

The INST 250 course website has been organized into the following main sections:

Announcements (in Course Home): Announcements regarding general news and information will be posted by the instructor here. It is recommended that students regularly check the announcements page.

Lessons: Provides access to the 9 Lessons within this course. A typical lesson will start with an introductory video that will explain the learning objectives and how they tie in to the subject. The

study materials that follow are a mix of text, graphics, and animations. Exercises and video clips are scattered throughout the lesson slides.

Assessments: Provides access to information on the quizzes, the exercises, and the final assignment. Also provides access to the Grades section for the review of grades.

Calendar: A calendar that includes important dates for the course.

Contact page (in Course Home): Contact information for your professor, the TAs, and the eConcordia Helpdesk

Library (in Course Home): Quick access to the Concordia Libraries website.

Discussion Board/ Q&A forum: A forum for the discussion of the course material. You may post questions and comments with the professor, a TA or fellow classmates.

Zotero (in Course Home): Quick access to Zotero website. Zotero is a free, web-based software that can be used to compile your working Bibliography as the exercises are completed and a bibliography for the final assignment.

Note: Please make sure to check the Announcements page located in Course Home on a regular basis.

Assessments

Graded Assessments

Quizzes	Quiz 1 - 6 marks; October 1	40%
	Quiz 2 - 14 marks; October 29	
	Quiz 3 - 20 marks; November 12	
Research Project	Part 1 – 20 marks; October 22	60%
	Part 2 – 40 marks; December 3	

Quizzes: Students are required to complete **3 online multiple-choice quizzes** that will have them **apply** the course content to a hypothetical research topic. The quizzes follow the steps on the research process flowchart, with each quiz building on the previous one. Quiz 1 covers lessons 1-3; Quiz 2 covers lessons 4-6; and Quiz 3 covers lessons 7-9. A preparatory Zoom session will be held prior to each quiz. Quizzes **must be** completed individually. Students are **not permitted to post screen captures of the quiz questions and/or answers in any online forum**. Any student that is caught doing so will have an Incident Report filed as this is considered academic misconduct. **Students MUST complete the quizzes on the assigned**

dates unless a student has a medical note, and this must be communicated immediately to the instructor as marks are distributed shortly after the quiz. If you miss a quiz for a non-medical reason, you will receive a mark of zero.

Research Project: The Research Project component of this course is designed for students to implement and practice core course competencies through a focused piece of research. The project is split in two parts, with **Part 1 due October 22**, and **Part 2 due December 3**. However submissions will be opened up as of **November 23** for those who wish to submit early.

You MUST choose one of the available subjects listed in Part 1; assignments that use a subject not listed **will receive an automatic failure**. Try to choose one that you are genuinely interested in learning more about.

Because this assessment is worth a significant percentage of your final grade, it is expected that the appropriate amount of time will be devoted to completing all parts. The assignment may be completed either individually or in a team of 2-3 students. **No permission will be given for teams of more than 3 students**.

The assignment must be submitted as Word documents using the **Word template.** No PDF documents are accepted. Make sure to clearly label all answers. The templates are available under Assessments.

Late final assignments: Extensions **without penalty** may be given to students who have provided a valid reason and/or a medical note to the instructor. Students should inform the instructor **as soon as the issue arises,** and a due date for the final assignment will be arranged according to the issue. Otherwise, students who submit late final assignments **without having a written arrangement with the professor** will have **one mark per day** deducted. No assignment will be accepted after **December 10**. In case of emergency contact the professor.

All work submitted must be the **original work** of the student, otherwise this is considered academic misconduct and an incident report may be submitted. See the process for Academic Misconduct: http://www.concordia.ca/students/academic-integrity/process.html.

Group Self-Selection
For the **Research Project**, **you may choose to work individually, or teams of 2-3 people may be formed** at the students' preference. Students who choose to work in a team of 2-3 people must also submit the **Team Contract** to receive permission to complete the project together.

All students (whether you are working individually or in a team of 2-3 people) must use the group self-selection activity to put themselves in a group before or by the deadline, **September 29, 11:59PM**. After this date, teams and individuals will be assigned to a Teaching Assistant. Once the deadline of **September 29, 11:59PM** has passed, **your selection cannot be modified.**

For students working alone, choose the next available group slot from the list where no students have joined. In the *Group description* field, add a note that says "I am working alone".

For students working in a team of 2-3 people, everyone in the team must join the same group from the next available group slot where no other students have joined. Do not select a group where students have indicated they are working alone.

Team Contract (For teams of 2 or 3 people only): After forming your team using the Group Self-Selection**, one person** from the team must submit the Team Contract **within 24 hours** of the Group Self-Selection close date, by **September 30, 11:59PM. Note:** Submitting a contract does not place students in a team; all team members must use Group Self-Selection and join the same team before the close date.

Please note that only the Research Project (parts 1 & 2) may be completed in teams, **quizzes must be completed individually.**

Because students will be working with their team-mate(s) throughout the course, selection of a team-mate should be done with **careful consideration**. Teams must work collaboratively **on all components** of the Research Project and each student should be prepared to contribute equally.

If issues related to a lack of contribution arise, they must be **resolved immediately**. If they are not resolved, **Professor Lamoureux** should be **contacted immediately**. Only under very rare circumstances will the professor allow for the dismantling of a team and this permission **will not be granted at the end of term** when the final assignment is being completed.

Policy on the use of Artificial Intelligence Tools

To achieve favorable results with generative AI, it is essential to invest time in building knowledge in the target subject and refining prompts, as this enables learners to produce more accurate output while validating its accuracy and relevance to the topic at hand.

Learners may make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials, under the circumstances outlined below.

- Generative AI may be used to draft some of the writing/phrasing, but cannot simply be cut-and-pasted, and can constitute no more than 25% of the text. You must also specify what work is your own and what comes from AI (e.g., by color-coding AI produced text or ideas).
- Learners may choose to use generative AI tools as they work through the assignments in this course; this use must be documented in each assignment. The documentation must include what tool(s) were used, how they were used (including the specific instructions/prompts given to the tool), and how the results from the AI were incorporated into the submitted work.

Failure to comply with the above will result in **grade penalties and/or automatic failure** on the assignment depending on the severity of the offence, as judged by your professor.

Grade Policies

In order to view your grades throughout the semester, select the *Grades* link in the course. It is your responsibility to ensure ALL your work has been received (to be verified as outlined in your assignment instructions) and to contact **your professor** via e-mail for clarification if you have any questions concerning your grades.

In the case of personal emergencies, it is your responsibility to **notify Professor Lamoureux via e-mail as soon as the issue arises** in order to determine the course of action required for the matter at hand. Vacations and travel plans (work-related or otherwise) are not considered valid reasons for an inability to complete quizzes and the final assignment.

Short-term Absence Form: This accommodation is designed for temporary situations that involve a brief period of absence within the following parameters:

- your absence is **two days of class or less**;
- your absence doesn't fall in the exam period;
- you won't miss completing coursework worth greater than **30 per cent** of your final grade in the course

Use the form if you are experiencing a health-related issue that means you cannot meet required academic course requirements for up to two days of class. Issues may include things like:

- an acute illness such as flu or bad cold
- situational depression or anxiety
- a significant distressing event (such as the death of a close family member or friend)
- sustaining an injury

For further information, access to the form and submission guidelines: https://www.concordia.ca/students/absence-form.html

For medical-related issues that are greater than two days, "no penalty" extensions may be provided if there is a medical reason and a **medical note is provided immediately**. Medical notes must be verifiable and include dates and a doctor's signature. In fairness to all students, only those with a medical reason may request an extension and there will not be any exceptions to this policy.

Your final letter grade for the course will be posted in your Student Hub at the end of the term.

Grading Distribution: Education Dept.

Please note that this distribution may differ from that of other Concordia departments.

Letter Grade	% Grade	Letter Grade	% Grade
A+	95 - 100	C+	68 - 71
A	90 - 94	C	64 - 67
A-	85 - 89	C-	60 - 63
B+	80 - 84	D+	56 - 59
B	75 - 79	D	53 - 55
B-	72 - 74	D-	50 - 52
		F	under 50

ACSD Access Centre for Students with Disabilities

Register with ACSD through the Concordia
Portal https://www.concordia.ca/students/accessibility/register.html

Eligibility:

- In order to be eligible for disability-related services from the ACSD, students must satisfy the following conditions:
- Be admitted to and currently enrolled for classes at Concordia University.
- Provide the ACSD with qualifying documentation of a disability.
- Once you have registered with ACSD, eConcordia will receive a confirmation of the additional time allotted from ACSD.
- You will receive an email from eConcordia confirming the additional time allocated. Allow one week after the DNE date to receive your email confirmation.
- Quizzes are taken on the same date as indicated in the agenda.
- In the event that you do not receive a confirmation from eConcordia approving/confirming your accommodations, you should email: acsd@econcordia.com- include your name, student ID, course and name of your advisor at the Concordia ACSD office.

Third Party Software/Websites

Here is an excerpt on Concordia's policy on Educational software or services developed and owned by third parties, including those linked to textbooks, in-class surveys, lecture capture, virtual classrooms, course assignments and quizzes can be invaluable tools for the development and teaching of courses.

Third-Party software/websites that require personal information (name, email, student number, etc.):

Students are advised that external software and/or websites will be used in the course and students may be asked to submit or consent to the submission of personal information (for example, name and email) to register for an online service. Students are responsible for reading and deciding whether or not to agree to any applicable terms of use. Use of this software and service is voluntary. Students who do not consent to the use the software or service should identify themselves to the course instructor as soon as possible, and in all cases before the DNE deadline, to discuss alternate modes of participation.

Third-party software/websites for work submission:

Students are advised that external software and/or websites will be used in the course and students may be asked to submit or consent to the submission of their work to an online service. Students are responsible for reading and deciding whether or not to agree to any applicable terms of use. Use of this software and service is voluntary. Students who do not consent to the use the software or service should identify themselves to the course instructor as soon as possible to discuss alternate modes of participation that do not require them to give copyright or the right to use their work to a third party.

By using the external software or websites, students agree to provide and share their work and certain personal information (where applicable) with the website/software provider. Students are advised that the University cannot guarantee the protection of intellectual property rights or personal information provided to any website or software company. Intellectual property and personal information held in foreign jurisdictions are subject to the laws of such jurisdictions.

Third-party technology to record a course:

Note that, as a part of this course, some or all of the lectures and/or other activities in this course may be recorded. Recordings will be focused on the instructor and will normally exclude students. It is possible, however, that your participation may be recorded. If you wish to ensure that your image are not recorded, speak to your instructor as soon as possible.

Also, please note that you may not share recordings of your classes and that the instructor will only share class recordings for the purpose of course delivery and development. Any other sharing may be in violation of the law and applicable University policies, and may be subject to penalties.

Texidium

Texidium is an eReader platform that puts your eTexts at your fingertips on any device, anywhere, and at any time.

Available online and for all popular platforms (iOS, Android, Windows, and Mac OS), Texidium is designed with the student learning experience in mind and sets a new standard for accessibility and convenience.

To install the Texidium App and to register your Texidium account to enable printing of the electronic textbook, visit: https://reader.texidium.com/dist/#/apps.

Texidium Support Hours:

- Monday to Friday, 6:00 am to 6:00 pm EST. This includes email, phone or chat support.
- Evening and night support is available via email only, from 6:00 pm to midnight.
- The communication channels for End-Users is available at https://texidium.com/contact/.
- Over the weekend, email support is from 8;00 am to midnight; however, it is a reduced team so response times may be a bit slower and prioritized by level of urgency.

Important Information

Topic	Link
Academic Integrity	Academic Integrity
Educational Technology Guidelines	Concordia Educational Technology Guidelines for Faculty and Students (the "Guidelines")
Access Centre for Students with Disabilities	ACSD
Concordia Library Citation & Style Guides	How to cite...
Course Communication Tools	Communication
eConcordia Policies	Policies
Final Exams Information	Final Exams
Helpdesk/Support	FAQ
Refunds	Refunds
Technical Requirements	Technical Requirements
Tips for Studying Online	Studying Tips
Tips on how to reach online learning goals (learning modules)	How to Succeed @ eConcordia
How to install and use Zoom	Zoom Information

INST 250 - Introductory Information Literacy Skills
Agenda
Fall 2026

All deadlines indicated are on the due date listed by 11:59 p.m. unless otherwise indicated.

Week 1: September 7 - September 13	
	Review the Course Outline and Agenda
	Navigate the Course Website

September 07	**Labour Day, university closed**
September 08	Lesson 1: About this Course
	Reading: Plagiarism and other Academic Offences
September 08	**Classes begin**
September 08	**eConcordia course access opens at 2 PM.**
Week 2: September 14 - September 20	
September 14	Lesson 2: Information Literacy
	Reading: Lester, J. & Lester, J. (2018). *Writing Research Papers: A Complete Guide*. (16th ed.). Boston: Pearson Education. Chapter 1: Writing from Research
September 17	Zoom: Welcome session (7pm)
Week 3: September 21 - September 27	
September 21	Lesson 3: My Research Topic
	Readings: Chapter 2: Finding a Topic Chapter 3: Organizing Ideas and Setting Goals Chapter 9: Writing Effective Notes and Creating Outlines Creating Outlines Using Academic Models (pp. 151-154)
September 21	**Deadline to add fall-term courses**
September 21	**Deadline for withdrawal with tuition refund (DNE) from fall-term courses**
Week 4: September 28 - October 4	
September 28	Lesson 4: Types of Materials
	Reading: Chapter 8: Reading and Evaluating Sources
September 29	**Research Project Group Self-Selection Deadline. All students (whether you are working individually or in teams of 2-3 people) must use the group self-selection activity to put themselves in a group before or by this deadline.** See Research Project Group Self-Selection activity for further instructions.
September 30	**Last day to submit TEAM CONTRACT via the course website. Only required for teams of 2-3 people for the Research Project. Students working alone do not submit the Team Contract.**
October 01	**QUIZ 1 (on lessons 1, 2 and 3 - must have completed Lesson 3 - including the readings)**

Week 5: October 5 - October 11	
October 05	Lesson 5: Note-taking and Bibliographies
	Readings: Chapter 5: Gathering Sources in the Library: Launching the Search, Developing a Working Bibliography and Using the Library's Bibliographies (pp.66-72) Chapter 7: Understanding and Avoiding Plagiarism Chapter 8: Reading and Evaluating Sources: Selecting a Mix of Primary and Secondary Sources (Review pp.117-119); Evaluating Key Parts of a Book and Internet Article, Outlining and Summarizing a Source (Review pp. 120-126) Chapter 9: Writing Effective Notes and Creating Outlines: Creating Effective Notes, Writing Personal Notes, Writing Direct Quotation, Writing Paraphrase Notes, Writing Summary Notes (pp. 137-148)
	View Zotero tutorial; Setup Zotero account
October 08	Zoom: Review of Quiz 1 & Research Project Part 1 (7pm)
October 10	**Reading week begins**
Mid-term break: October 12 - October 16	
October 12	**Thanksgiving Day, university closed**
October 16	**Reading week ends**
Week 6: October 19 - October 25	
October 19	Lesson 6: Searching a Library Catalogue
	Reading: Chapter 4: Gathering Sources Online: Using Keyword and Boolean Expressions (pp.49-51)
October 22	**RESEARCH PROJECT PART 1 IS DUE (by 11:59pm)**
October 23	Last day to submit required documentation to register with the Access Centre for Students with Disabilities and request exam accommodations for the fall 2026 final examination period
Week 7: October 26 - November 1	
October 26	Lesson 7: Searching the Databases
	Reading: Chapter 5: Gathering Sources in the Library: Finding Articles in magazines and journals (pp. 72-79)
October 29	**QUIZ 2 (on lesson 4, 5 and 6 - must have completed Lesson 6 – including readings)**

Week 8: November 2 - November 8	
November 02	Lesson 8: Searching the Web
	Readings: Chapter 4: Gathering Sources Online Chapter 8: Reading and Evaluating Sources: Evaluating Key Parts of an Internet Article (Review pg. 123)
November 05	Zoom: Review of Quiz 2 & Research Project Part 2 (7pm)
Week 9: November 9 - November 15	
November 09	Lesson 9: Putting the Information to Work
	Reading: Chapter 8: Reading and Evaluating Source: Preparing an annotated Bibliography (pp. 126-127) Chapter 9: Writing Effective Notes and Creating Outlines: Writing a Formal Outline (pp. 152-155) Chapter 10: Drafting the Paper in an Academic Style: Refining the Thesis Statement (pp. 158-163); Drafting the Paper from Your Research Journal, Notes, and Computer Files (pp.166)
November 12	**QUIZ 3 (on lessons 7, 8 and 9 - must have completed Lesson 9 – including readings)**
Week 10: November 16 - November 22	
November 16	**Deadline for academic withdrawal (DISC) from fall-term courses**
November 19	Zoom: Review of Quiz 3 & Research Project last advice (7pm)
Week 11: November 23 - November 29	
November 23	Early submission of Research Project Part 2 opens
Week 12: November 30 – December 6	
November 30	**Last day for instructor-scheduled tests or examinations**
December 03	**RESEARCH PROJECT PART 2 DUE (by 11:59pm)**
December 07	**Last day of classes, fall term**
December 10	**No assignment will be accepted past this date. Please contact the professor in case of emergency.**