INTRODUCTION
The information-based economy assumes a level of information sophistication and literacy to function in a complex global space. This literacy often requires many years of work to acquire and apply. At the university level, freshman and sophomore students begin to explore information in more depth in foundational composition and research writing courses; they look at where information comes from, how it is captured and packaged (in genres, in writing, and in print and electronic...
forms), how to vet information for credibility, and how to participate in that informational universe by honing their own self-expression, voices, and writing skills. Deep learning in this context involves multiple dimensions.

**Deep Learning about Information**

Deep learning differs based on the particular disciplinary field. Traditionally, deep learning involves plenty of analyses, sustained and critical discussions, and hands-on applied experiences (including simulations). Deep learning implies transferability of the skillset and knowledge to different learning contexts; it also suggests longitudinal (life-changing) learning.

**The Self in Relation to the Information Universe**

It is said that while writing is very personal on one level, it has to have social value to make it into publication. It has to offer something of benefit to others, whether that is knowledge or insight or even a sense of aesthetic appreciation. One important deep learning aspect involves knowledge of the information that one has and how one has come by this information and the standards that one applies in vetting what they believe. A critical and difficult lesson for younger students is differentiating between experienced versus inherited information. Many young learners confuse what they have heard from others or seen on the Internet or television (mediated experiences) with their own experiences; they will fall into easy parroting of others’ ideas without a sense of their own lack of expertise in a particular area. Mastering the sense of one’s relationship in the information universe to the larger world involves metacognition (awareness of one’s thinking and learning) and an honest assessment of one’s own skill sets and potential for contributing to the larger world of applicable information. They need to understand discourse as part of a broad range of information exchange and an ongoing social activity; they need to explore the various informational artifacts in the real world—in terms of articles on digital repositories or libraries; scripts; short stories; essays; poems; plays; movies, and multimedia files. They need to synthesize information across various streams and create semi-coherent understandings of a range of topics.

**Reading Accurately**

Deep informational knowledge involves the ability to read a variety of university-level works open-mindedly and to be able to extract the main idea, the evidentiary supports, the writing genre, the writing tone, the writing strategies, the sources of information, the apparent purpose of the writing, and the target audience. They have to articulate and represent an original work comprehensively and accurately. They have to cite a work correctly so as to avoid plagiarism. They also have to avoid being manipulated by false information or emotional language.

Ideally, they would be able to apply particular frameworks of analysis—socio-cultural (historical, Marxist, feminist, psychoanalytical, and other schools of critique), textual (formalist or “new” criticism, structuralist, and deconstructionist), and personal schools of critique: author biographical and reader-response criticism. Ideally, learners may be able to identify satire, irony, symbolism, and other more complex forms of analysis.

The socio-cultural schools of literary critique include the following approaches. Historical criticism draws upon the historical circumstances of a piece of literature—to capture a sense of the larger setting and environment, particularly in terms of social and political concerns. Marxist critique focuses on the class structure of the society and the tensions between those with power and those who do not (or the bourgeois vs. the proletariat). Feminist critique involves the analysis of power dynamics between males and females. Psychoanalytic critique involves drawing on various