## LIR 10 Course Outline as of Fall 2020

# CATALOG INFORMATION

Dept and Nbr: LIR 10               Title: INTRO TO INFO LITERACY
Full Title: Introduction to Information Literacy
Last Reviewed: 2/24/2020

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---|---|---|---|---|---|---|
| Maximum | 1.00 | Lecture Scheduled | 1.00 | 17.5 | Lecture Scheduled | 17.50 |
| Minimum | 1.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 1.00 | | Contact Total | 17.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 35.00          Total Student Learning Hours: 52.50

Title 5 Category:  AA Degree Applicable
Grading:           Grade or P/NP
Repeatability:     00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:          LIR 59

**Catalog Description:**
An introductory course to learn and apply the skills needed to conduct research efficiently and effectively.

**Prerequisites/Corequisites:**


**Recommended Preparation:**
Course Eligibility for ENGL 1A or equivalent; and Course Completion of CS 101A

**Limits on Enrollment:**


**Schedule of Classes Information:**
Description: An introductory course to learn and apply the skills needed to conduct research efficiently and effectively. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Course Eligibility for ENGL 1A or equivalent; and Course Completion of CS 101A
Limits on Enrollment:
Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

# ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | Effective: | Inactive: |
|---|---|---|---|---|
| **AS Degree:** | **Area** I | Information Literacy | Fall 2000 | |
| **CSU GE:** | **Transfer Area** | | Effective: | Inactive: |
| **IGETC:** | **Transfer Area** | | Effective: | Inactive: |
| **CSU Transfer:** | Transferable | Effective: | Fall 2000 | Inactive: |
| **UC Transfer:** | Transferable | Effective: | Fall 2001 | Inactive: |

**CID:**

**Certificate/Major Applicable:**
Both Certificate and Major Applicable

# COURSE CONTENT

**Student Learning Outcomes:**
At the conclusion of this course, the student should be able to:
1. Identify and evaluate relevant and credible research sources representative of the evolving information landscape.
2. Responsibly produce research using relevant and credible research sources representative of the evolving information landscape.

**Objectives:**
At the conclusion of this course, the student should be able to:

1. Analyze the role of information in a technology driven, democratic society
2. Select and investigate a college-level research topic
3. Discover and differentiate relevant sources using a variety of search methods and tools
4. Evaluate characteristics of credible and authoritative research, including differing viewpoints
5. Incorporate sources and responsibly create content that can be shared

**Topics and Scope:**

I. Role of Information in a Technology Driven, Democratic Society
    A. Legal aspects
        1. Knowledge creation
        2. Scholarship
    B. Social and economic aspects
        1. Information access
        2. Technology
    C. Levels of scholarship among publication types
II. College-Level Research Topic
    A. Topics suitable for academic discussion, argumentation or exposition
    B. Research question topic contextualization

C. Research strategy
III. Search Methods and Tools for Locating Relevant Sources
    A. Using key concepts related to a research question
    B. Identifying and retrieving accurate and relevant sources
    C. Publications variance in terms of coverage, purpose, and scholarship
IV. Credible and Authoritative Research, including Differing Viewpoints
    A. Construction of authority within different contexts
    B. Bias in information sources
    C. Evaluative criteria to compare and contrast reliable with unreliable research
V. Source Integration and Creating Responsible Content that can be Shared
    A. Ethical use of information in professional, social, and scholarly contexts
    B. Purpose of attributing sources by utilizing a standard style such as MLA or APA
    C. Research as a knowledge contributor by synthesizing sources on a selected topic

**Assignment:**

1. Five in-class exercises (one per learning objective)
2. Five homework assignments (one per learning objective)
3. One cumulative project, such as an annotated bibliography, a research journal or similar indicator of engagement and skill in the research process
4. Quizzes and/or final exam

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

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| Written responses to short-answer questions; written summaries of the relevance of sources, written evaluations of the quality of information sources, written assessment of the research process | Writing<br>20 - 50% |

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

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| Problem-solving in-class exercises and homework assignments | Problem solving<br>15 - 30% |

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

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| Skills-based in-class exercises and homework assignments; Cumulative project | Skill Demonstrations<br>5 - 30% |

**Exams:** All forms of formal testing, other than skill performance exams.

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| Quizzes and/or exams | Exams<br>15 - 50% |

**Other:** Includes any assessment tools that do not logically fit into the above categories.

| Attendance and participation | Other Category 0 - 20% |
|---|---|

**Representative Textbooks and Materials:**
Instructor provided materials
Research Strategies: Finding Your Way Through the Information Fog. Badke, William. iUniverse. 2017