

LIR 10 Course Outline as of Fall 2007

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	1	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:
Introductory course to learn the skills needed to find, evaluate, use and communicate information in print and electronic formats.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 OR ESL 100; AND familiarity with basic computer operations.

Limits on Enrollment:

Schedule of Classes Information:
Description: Introductory course to learn the skills needed to find, evaluate, use and communicate information in print and electronic formats. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 OR ESL 100; AND familiarity with basic computer operations.
Limits on Enrollment:
Transfer Credit: CSU;UC.

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	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:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will demonstrate the academic research process including (a) selecting a topic (b) finding and evaluating appropriate resources and (c) adhering to proper guidelines for use and citation of sources.

Topics and Scope:

Topics will include:

I. Overview: develop the skills and concepts needed to find information appropriate for their information needs and successfully use the information for academic and lifelong learning

A. Determine the type and scope of the information needed for a specific information need

1. Recognize the need for information in academic, work and personal pursuits

2. Determine type of information needed e.g., overview, statistical, current, historical, popular and scholarly

3. State the scope of the information need ranging from brief definition to topic overview to extensive research paper

B. Examine and clearly state their information need within a Conceptual framework of broad subject or discipline areas

1. State topic in a question or statement

2. Identify major concepts and keywords for the topic

3. Determine the subject/discipline perspective for the topic

4. Broaden or narrow the topic to fit the scope of your research

II. Explore a variety of information resources to determine the most appropriate resource for their topic/assignment and evaluate content of selected resources

A. Find and compare information in different types of resources

- B. Determine the information resource most appropriate for a variety of specific topics
- III. Demonstrate search methods and construct search strategies appropriate to a variety of specific tools and formats at various locations
 - A. Write search statements appropriate to specific tools
 - B. Use a variety of search features including truncation/wildcards, Boolean operators, controlled vocabulary, keywords and search limits
 - C. Evaluate search success and modify search (broaden, narrow, etc.)
 - D. Retrieve books, articles and other materials in the library in a variety of formats
 - E. List options for getting materials not available in the campus library
- IV. Develop the ability to evaluate information
 - A. Evaluate articles, Web pages and other information using the criteria of relevance, topic coverage, authority, currency, view, or bias, etc.
 - B. Recognize appropriate quality information
- V. Organize and summarize information
 - A. Outline information from a variety of sources and formats
 - B. Summarize information
- VI. Identify permissible and non-permissible uses of intellectual property
 - A. Differentiate between "fair use" and plagiarism
 - B. Identify copyrighted information
 - C. Use standard documentation formats

Assignment:

Representative assignments:

1. Worksheets on aspects of the research process and uses of resources.
2. Read, summarize and evaluate articles and sources.
3. In class exercises on research skills and accessing sources.
4. Projects that demonstrate comprehension of research and evaluation processes.
5. Quizzes, midterm and/or final exams.

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.

Written homework, Reading reports, summarizing articles, final project

Writing
20 - 80%

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

Homework problems, in class exercises

Problem solving
5 - 40%

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

Class performances, Performance exams, in class exercises

Skill Demonstrations
5 - 40%

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

Multiple choice, True/false, Matching items, short answer and short essay

Exams
5 - 60%

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

attendance and participation

Other Category
5 - 20%

Representative Textbooks and Materials:

Required reading may consist of handouts and Web documents provided by instructor. Sample text for required or recommended reading:

Quaratiello, Arlene Rodda. The College Student's Research Companion. 3rd edition. Neal Schuman Pub: NY, 2003.