

LIR 50 Course Outline as of Fall 2003

CATALOG INFORMATION

Dept and Nbr: LIR 50

Title: INFO LIT RESEARCH PROJ

Full Title: Information Literacy for Research Projects

Last Reviewed: 3/24/2014

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	2.00	16	Lecture Scheduled	32.00
Minimum	1.00	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	32.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 64.00

Total Student Learning Hours: 96.00

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: LIBSC 50

**Catalog Description:**  
Apply information literacy research methods, processes and strategies for preparing papers and essays. Develop search strategies in print; gather electronic and Internet resources; evaluate information on a focused topic; organize ideas for written form; and use an appropriate citation and bibliographic style.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Completion or concurrent enrollment in ENGL 100A, 100B or 100.

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Apply information literacy research methods, processes and strategies for preparing papers and essays. Develop search strategies in print; gather electronic and Internet resources; evaluate information on a focused topic; organize ideas for written form; and use an appropriate citation and bibliographic style. (Grade or P/NP)  
Prerequisites/Corequisites:

Recommended: Completion or concurrent enrollment in ENGL 100A, 100B or 100.

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
	I	Information Literacy		Fall 1981	Fall 2016
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:	Fall 2016
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2003	Inactive:	Fall 2016

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Identify and develop an idea for a topic and formulate a thesis statement.
2. Locate sources for background information on the topic using Subject Encyclopedias and similar resources in printed and electronic formats and on the Internet.
3. Identify related and relevant books in library catalogs using SRJC Online Public Access Catalog and remote catalogs.
4. Identify related and relevant articles in magazines and newspapers using printed indexes, electronic databases.
5. Locate Web sites relevant to the topic by using links, Subject Directories and Search Engines.
6. Critically evaluate information sources found using specified information competency criteria (e.g. source quality, relevancy, date, etc.) for initial appraisal and content analysis.
7. Distinguish between scholarly, general interest, popular and sensational resources found.
8. Organize the topic, write a thesis statement, develop an outline and participate in class discussions of thesis statements.
9. Select and apply an appropriate citation and bibliographic style and list and discuss the ethical, legal, and socio-political issues surrounding information and information technology.

### **Topics and Scope:**

1. Purpose and use of:

- a. Reference resources for Background information
  - Biography & Directory information
  - Data & Statistics
  - Dictionaries and Handbooks
  - Bibliographies and Indexes
- b. OPAC (SRJC and remote) access to book records
  - Know bibliographic elements describing a book
- c. Periodicals accessed through Print and online indexes
  - Know bibliographic (citation) elements for periodicals
- d. The Internet's World Wide Web
  - Web pages and sites
  - Subject Directories and Search Engines
  - Links and Bookmarks
2. Concept Formation
  - a. Work from the general to the specific
  - b. Translate ideas into the terminology found in catalogs, indexes, and readings
  - c. Pursue bibliographic references and WWW links
3. Keep track of resources used
  - a. Citations for books, periodicals and Internet sources
  - b. Descriptive, evaluative annotations
  - c. Responsible use of copyrighted material
4. Critically evaluate resources found based on:
  - a. Authority of the author
  - b. Date, edition, publisher/journal
  - c. Evidence about intended audience
  - d. Evidence of objective reasoning
  - e. Coverage (primary; secondary; scholarly vs. popular; extensive vs. marginal; foundation vs. update)
  - f. Writing style; references; URLs
  - g. Published reviews of the resource
5. Thesis statement:
  - a. Importance - orients paper
  - b. Form - e.g. if . then; cause and effect, etc.
  - c. Structures, ideas, and argument
6. Mechanics of writing a paper
  - a. Outline
  - b. References, documentation formats, and styles
  - c. Annotated bibliography
  - d. Recognize permissible uses of intellectual property.
    1. Differentiate between fair use and plagiarism
    2. Identify copyrighted information

### **Assignment:**

1. Exercise to introduce the following library resources:
  - Online Public Access Catalog
  - Periodicals
  - World Wide Web
  - Reference Area
2. Exercise in concept formation for focusing a topic
  - Develop vocabulary for the search using reference backgrounding

- sources, controlled vocabulary and keyword searching
- WWW Subject Directories
- Evaluate Web sites
- 3. Exercise in note taking and evaluative annotations while gathering relevant and appropriate information on the focused topic, in print, electronic and on the Internet.
- 4. Exercise in locating sources of current information
  - Recognize opinion in print and Web sites
  - Form a balanced outline of ideas
- 5. Exercise in recognizing scholarly, general interest, popular, and sensational writing in print, electronic and WWW work. Write evaluative annotations.
- 6. Presentation of final projects
  - The completed project is a typed report with a title, a paragraph describing the thesis of the report, an outline of the ideas and argumentation supporting the thesis; and a bibliography following one of the professional publication styles, such as MLA or APA.

### 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, Thesis statements, outlines and annotations

Writing  
10 - 30%

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

Homework problems, Print handouts, electronic assignments

Problem solving  
10 - 30%

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

Class performances, Outlines, thesis statements, annotations

Skill Demonstrations  
20 - 40%

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

Multiple choice, True/false, Completion

Exams  
10 - 25%

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

Class discussion of skills/assignments

Other Category  
5 - 20%

**Representative Textbooks and Materials:**

Instructor prepared materials.

Supplemental Texts:

WRITING RESEARCH PAPERS & CITING CYBERSPACE by Lester, James. D. 2000,  
Addison Wesley Publishers, 9th Edition

ONLINE! INTERNET GUIDE FOR STUDENTS & WRITERS by Harnack, Andrew;  
Kleppinger, Gene. 1997, Macmillan Publishers

MLA HANDBOOK FOR WRITERS OF RESEARCH PAPERS, by Joseph  
Gibaldi, Fifth Edition, Modern Language Association Publishers, 5th  
Edition, 1999

WRITING RESEARCH PAPERS: A COMPLETE GUIDE, by James Lester, 10th Edition,  
Longman Publishers, 2001

THE RESEARCH PAPER AND THE WORLD WIDE WEB, by Rodrigues, Rodrigues,  
Rodrigues, 1999, Prentice Hall