LIR 30 Course Outline as of Fall 2007

CATALOG INFORMATION

Dept and Nbr: LIR 30 Title: INTRO INFO LIT RESEARCH
Full Title: Introduction to 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	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	2	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 50

Catalog Description:
Course is designed as an introduction to information literacy: research methods and strategies for preparing research projects. Includes developing search strategies on a focused topic; gathering print, electronic and Internet resources; evaluating information; organizing ideas for written form; and using an appropriate citation and bibliographic style.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 OR ESL 100 AND familiarity with basic computer op erations.

Limits on Enrollment:

Schedule of Classes Information:
Description: This beginning course will teach students to find, use, evaluate and organize information from a variety of sources and formats and develop a research thesis statement. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 OR ESL 100 AND familiarity with basic computer op

erations.
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 1981	Fall 2016
CSU GE:	**Transfer Area**			Effective:	Inactive:
IGETC:	**Transfer Area**			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Fall 2016
UC Transfer:	Transferable	Effective:	Fall 2003	Inactive:	Fall 2016

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. Thesis statement
  A. Importance - orients paper
  B. Form - e.g. if/then; cause and effect, etc.
  C. Structures, ideas, and argument
II. Search methods and search strategies appropriate to a variety of specific tools
  A. Thesis statement as basis for locating information within the library's various databases
  B. Search features and options
    1. Truncation/wildcards
    2. Boolean operators
    3. Controlled vocabulary and keywords
    4. Search limits and advance features
  C. Evaluating search success and modifying search (broaden, narrow, etc.)
  D. Retrieving books, articles and other materials in the library in a variety of formats
  E. Options for getting materials not available in the local library.

III. Purpose and use of resources
  A. Reference resources for background information
    1. Biography and directory information
    2. Data and statistics
    3. Dictionaries and handbooks
    4. Bibliographies and indexes
  B. Online catalog (SRJC and remote) access to book records and bibliographic elements describing a book
  C. Periodical access through print and online indexes and bibliographic (citation) elements for periodicals
  D. World Wide Web (WWW)
    1. Web pages and sites
    2. Subject directories and search engines
    3. Links and bookmarks
IV. Concept Formation
  A. Working from general to specific
  B. Translating ideas into the terminology found in catalogs, indexes, and readings
  C. Pursuing bibliographic references and WWW links
V. Resources and effective note taking
  A. Citations for books, periodicals and internet sources
  B. Descriptive, evaluative annotations
  C. Responsible use of copyrighted material
VI. Critically evaluating 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
VII. Mechanics of writing a paper
  A. Outline
  B. References, documentation formats, and styles
  C. Annotated bibliography
  D. Permissible uses of intellectual property
    1. Differentiating between "fair use" and plagiarism
    2. Identifying copyrighted information

Assignment:

1. Written assignments demonstrating topic and thesis development.
2. Case studies of evaluation of sources based on criteria of bias, relevancy, content and authority.
3. Library tour and resource locator worksheets.
4. Group or individual written/oral presentations.
5. Written worksheets and/or project with an annotated bibliography following APA or MLA guidelines incorporating several types of resources and topic development.
6. Written worksheets demonstrating access and selection of appropriate sources for the topic using library online catalog, databases and the

Web.
7. Quizzes, final exam and/or midterm.

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, short essays, final project	Writing 15 - 40%

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

Homework problems, individual or group oral/written presentations	Problem solving 35 - 60%

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

in class research assignment	Skill Demonstrations 10 - 25%

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

Multiple choice, True/false, Completion, quizzes, final exam	Exams 10 - 35%

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

Attendance and participation	Other Category 5 - 15%

Representative Textbooks and Materials:
Instructor prepared materials. Check the bookstore.
Supplemental Texts:
WRITING RESEARCH PAPERS & CITING CYBERSPACE by Lester, James. D. 2004, Add ison Wesley Publishers, 9th Edition
ONLINE! INTERNET GUIDE FOR STUDENTS & WRITERS by Harnack, Andrew; Klepping er, Gene. 2003, Macmillan Publishers
MLA HANDBOOK FOR WRITERS OF RESEARCH PAPERS, by Joseph
Gibaldi, Sixth Edition, Modern Language Association Publishers, 6th 2003
WRITING RESEARCH PAPERS: A COMPLETE GUIDE, by James Lester, 11th Edition, Longman Publishers, 2004