LIR 110 Course Outline as of Fall 2005

CATALOG INFORMATION

Dept and Nbr: LIR 110   Title: FIND & USE INFO
Full Title: Finding and Using Information
Last Reviewed: 11/20/2006

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00		Lecture Scheduled	2.00	17	Lecture Scheduled	34.00
Minimum	1.00		Lab Scheduled	0	4	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	2.00		Contact Total	34.00
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 68.00   Total Student Learning Hours: 102.00

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:

Catalog Description:
Students learn and practice the basic information literary skills of formulating questions, identifying and evaluating appropriate resources for college level research.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Students learn and practice the basic information literacy skills of formulating questions, identifying and evaluating appropriate resources for college level research. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

			Effective:	Inactive:
AS Degree:	**Area**			
	I	Information Literacy	Spring 2001	Spring 2011
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:		Inactive:
UC Transfer:		Effective:		Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:
Students will demonstrate the following abilities:
1. Define the information purpose
2. Formulate questions based on the defined purpose
3. Locate, identify, and use appropriate information resources
4. Evaluate the source, relevancy and quality of the information
5. Recognize the ethical and legal use issues of information and information technology

Topics and Scope:

Students will develop the skills and concepts necessary for finding and using information appropriate for their informational needs for academic and lifelong learning.
1. Students will select topics across the curriculum to:
   a. Develop an understanding of information for academic work and personal needs
   b. Understand information categories that include statistics, facts, popular vs. scholarly
   c. Determine the scope of information needs based on research needs and length of paper
2. Students will learn/use/focus on skills necessary for beginning research. Their skills will include:
   a. Examine their research needs
   b. Define a topic in a statement or question
   c. Identify keywords
   d. Broaden or narrow the topic statement if necessary
3. Students will use a variety of information resources for research needs. In this process students will:
   a. Use different types of resources including print and

non-print.
    b. Determine the appropriate resource for their information need
4. Students will learn research methods and construct search strategies. They will for example:
    a. Write search statements
    b. Use a variety of database search features
    c. Evaluate results and modify their strategy
5. Students will access the resources either in the library or electronically and from other resources according to appropriate protocols.
6. Students will evaluate research results based on criteria such as relevance, topic coverage and currency to determine quality and appropriateness.
7. Students will define their information needs and be able to organize and summarize what they find.
8. Students will demonstrate the acceptable use and documentation formats for research purposes such as:
    a. Identify copyrighted material
    b. Differentiate between "fair use" and plagiarism
    c. Use standard citation formatting

Assignment:

Students will have a variety of assignments to practice information competency skills with a research focus. Problem solving assignments/exams that demonstrate skills in either print or electronic format. Final assignment based on research skills learned in class.

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 answer & multiple choice research exercises	Writing 25 - 40%

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

Exams	Problem solving 20 - 30%

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

Class performances, Performance exams	Skill Demonstrations 25 - 40%

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

Multiple choice, True/false, Matching items, Completion	Exams 10 - 30%

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

Class discussion of skills and assignments	Other Category 5 - 20%

Representative Textbooks and Materials:

Quaratiello, Arlene Rodda. The College Student's Research Companion, NY: Neal Schuman Pub., 2000.