

**LIR 10 Course Outline as of Fall 2001****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     | 2.00 | 17           | Lecture Scheduled  | 34.00 |
| Minimum | 1.00 | Lab Scheduled         | 0    | 1            | 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: LIR 59

**Catalog Description:**

A course designed to be taken as a stand-alone course or concurrently with 1A level discipline courses or other courses with information components. This introductory course will teach the skills needed to find, evaluate, use and communicate information in print, electronic and Internet formats. Course projects for concurrent sections will coordinate with concurrent course assignments.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility of ENGL 100 or ESL 100 and familiarity with basic computer operations.

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This introductory course will teach the skills needed to find, evaluate, use and communicate information found in print, Internet and other electronic formats. When taken concurrently with another course, the class content will support the concurrent course information components. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility of 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:**

|                      |                      |                      |            |           |
|----------------------|----------------------|----------------------|------------|-----------|
| <b>AS Degree:</b>    | <b>Area</b>          |                      | Effective: | Inactive: |
|                      | I                    | Information Literacy | Fall 2000  |           |
| <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 2000  | Inactive: |
| <b>UC Transfer:</b>  | Transferable         | Effective:           | Fall 2001  | Inactive: |

### **CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Students will be able to:

1. Recognize the need for information
2. Formulate appropriate questions based on context for information need.
3. Identify appropriate information sources for specific information needs.
4. Use the available information tools to locate and retrieve relevant information.
5. Critically evaluate the source, quality and relevancy of information.
6. Synthesize and integrate new and existing information.
7. List and discuss the ethical, legal and socio-political issues surrounding information and information technology.

### **Topics and Scope:**

Students concentrate on the skills and concepts needed to find information appropriate for their information needs and successfully use the information for academic and lifelong learning.

1. Students will learn to determine the type and scope of the information needed for a specific information need. The topics students use will be from across the curriculum.
  - a. Recognize the need for information in academic, work and personal pursuits.
  - b. Determine type of information needed e.g., overview, statistical, current, historical, popular and scholarly.

- c. State the scope of the information need ranging from brief definition to topic overview to extensive research paper.
2. Students will examine and clearly state their information need. Students will place the information need within a conceptual framework of broad subject or discipline areas. Focusing skills for beginning research projects will be emphasized.
  - a. State topic in a question or statement.
  - b. Identify major concepts and keywords for the topic.
  - c. Determine the subject/discipline perspective for the topic.
  - d. Broaden or narrow the topic to fit the scope of your research.
3. Students will explore a variety of information resources to determine the most appropriate resource for their topic/assignment. Content of selected resources will be evaluated.
  - a. Find and compare information in different types of resources including dictionaries, encyclopedias, periodicals, books, electronic information databases and Web sites.
  - b. Determine the information resource most appropriate for a variety of specific topics.
4. Students will learn search methods and construct search strategies appropriate to a variety of specific tools. They will retrieve materials in a variety of formats. They will become aware of how to access materials not available locally.
  - 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.
5. Students will develop the ability to evaluate information based on criteria of relevance, topic coverage, authority, currency, etc.
  - 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.
6. Students will recognize the ever-increasing availability of information in its various formats. They will organize and sequence information from a variety of formats as well as summarize information.
  - a. Outline information from a variety of sources and formats.
  - b. Summarize information.
7. Students will identify permissible and non-permissible uses of intellectual property. They will understand plagiarism and basic principles of fair use. The use of standard techniques of documentation will be practiced.
  - a. Differentiate between "fair use" and plagiarism.
  - b. Identify copyrighted information.
  - c. List materials from a variety of formats using standard documentation.

## Assignment:

Students will practice information literacy competency skills on a variety of research problems. Concurrent course related assignments assist students in understanding information resources supportive of the concurrent course content.

## 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, Essay exams, Term papers, Short answer

Writing  
20 - 80%

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

Homework problems, Exams, Print handouts, electronic assignments and exams

Problem solving  
20 - 60%

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

Class performances, Performance exams

Skill Demonstrations  
5 - 60%

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

Multiple choice, True/false, Matching items, Essay

Exams  
5 - 60%

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

Class discussion of skills/assignments, attendance

Other Category  
0 - 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. 2nd edition. Neal Schuman Pub: NY, 2000.