

**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 operations.

**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 operations.

erations.

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>			<b>Effective:</b>	<b>Inactive:</b>
	I	Information Literacy		Fall 1981	Fall 2016
<b>CSU GE:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>	Fall 2016
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 2003	<b>Inactive:</b>	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, Addison Wesley Publishers, 9th Edition

ONLINE! INTERNET GUIDE FOR STUDENTS & WRITERS by Harnack, Andrew; Kleppinger, 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