### LIR 10 Course Outline as of Fall 2013

### **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	<b>Course Hours Total</b>	
Maximum	1.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	6	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 59

#### **Catalog Description:**

An introductory course to learn and apply the skills needed to conduct research efficiently and effectively.

### **Prerequisites/Corequisites:**

**Recommended Preparation:** Course Eligibility for ENGL 1A and Course Completion of CS 101A

### **Limits on Enrollment:**

### **Schedule of Classes Information:**

Description: An introductory course to learn and apply the skills needed to conduct research efficiently and effectively. (Grade or P/NP) Prerequisites/Corequisites: Recommended: Course Eligibility for ENGL 1A and Course Completion of CS 101A 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: CSU GE:	Area I Transfer Area	Information Li	teracy	Effective: Fall 2000 Effective:	Inactive: Inactive:
IGETC:	Transfer Area	l		Effective:	Inactive:
CSU Transfer	:Transferable	Effective:	Fall 2000	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 2001	Inactive:	

### CID:

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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

- A. Analyze a research question:
- 1. Articulate a research need
- 2. Determine the scope of a research need
- 3. Broaden or narrow a research need to fit the scope of a lower-division undergraduate research assignment
- B. Find information effectively and efficiently by using a variety of search techniques:
- 1. Identify various types of information sources, such as reference works, popular periodicals, scholarly journals, etc.
- 2. Choose appropriate sources based upon the research need
- 3. Identify major concepts from the research need to be used as keywords
- 4. Use basic search techniques, such as keywords, Boolean operators, search limiters, etc.
- 5. Use advanced search techniques, such as field searching, truncation, wildcards, etc.
- 6. Evaluate search success and modify search strategies accordingly

C. Access needed information in multiple publication formats:

- 1. Use the item record to determine the means of access
- 2. Retrieve information from digital sources
- 3. Locate print sources in the library

D. Evaluate the quality and relevance of information sources:

1. Assess the quality of information sources based upon authority, objectivity, purpose and scope

- 2. Determine the importance of the publication date in the context of the research need
- 3. Determine the appropriateness of information based upon its relevance to a research need

E. Identify several ethical and legal issues related to the use of information:

1. Describe differences between summarizing, quoting, paraphrasing and plagiarizing

information

- 2. Document sources in accordance with an academic style guide (APA or MLA)
- 3. Describe the role of copyright in relationship to sources, including digital media
- 4. Identify elements in a bibliographic citation

## **Topics and Scope:**

Topics will include:

- I. Analysis of a research question
  - A. Context of a research need (personal, academic, discipline-specific, course-specific)
  - B. Refinement of a research need
  - C. Scope of a research need

II. Finding information effectively and efficiently by using a variety of search techniques

- A. Types of information resources (popular, scholarly, primary, secondary, tertiary, etc., both online and in print)
- B. Selection of appropriate resources (reference books, periodicals, monographs., etc., both online and in print)
- C. Keywords and major concepts
- D. Basic search techniques (keywords, Boolean operators, search limits, etc.)
- E. Advanced search techniques (controlled vocabulary, truncation, wildcards, nesting, field searching, phrase searching, etc.)
- F. Modification of search strategies based upon the success of a search (using appropriate tools, altering keywords)

III. Accessing needed information in multiple publication formats

- A. Using the item record to determine means of access
- B. Information retrieval from digital sources
- C. Locating print resources by using Library of Congress call numbers

IV. Evaluating the quality and relevance of information sources

- A. Authority
- B. Objectivity
- C. Scope
- D. Purpose
- E. Currency and context of research need
- F. Relevance

V. Identifying several ethical and legal issues related to the use of information

- A. Summary, quotations, paraphrasing, citing, plagiarism
- B. In-text citations and works cited/reference list
- C. Copyright and online sources
- D. Elements of bibliographic entries

# Assignment:

Representative assignments:

- 1. 1-2 homework assignments to assess the application of skills for each of the learning outcomes (5-10 assignments)
- 2. 1-2 class exercises tied to each of the learning outcomes (5-10 class exercises)

- 3. 1 term-long project, such as an annotated bibliography, a research journal or similar indicator of engagement and skill in the research process
- 4. Quizzes, midterm and/or final exam

### 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 responses to short-answer questions, written summaries of the content of sources, written evaluations of the quality of information sources, written assessment of the research process.

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

Homework assignments and class exercises that call for the development of strategies or plans to solve research problems or resolve ineffective searches.

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

Homework assignments and class exercises to demonstrate search and retrieval skills.

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

Testing may include quizzes, midterms, and a final. Questions on exams are typically multiple choice, true/false, matching items, short answer and short essay.

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

Attendance and participation.

### **Representative Textbooks and Materials:**

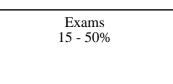
Required reading may consist of handouts and web documents provided by instructor. Sample texts for required or recommended reading:

The College Student's Research Companion: Finding, Evaluating, and Citing the Resources You Need to Succeed. 5th edition. Quaratiello, Arlene Rodda and Jane Devine. Neal Schuman, 2011.

Writing 20 - 50%	

Problem solving	
15 - 30%	

Skill Demonstrations
5 - 30%



Other Category
0 - 20%