

**LIR 10 Course Outline as of Fall 2020****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	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 or equivalent; 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 or equivalent; 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:**

<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:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

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

1. Identify and evaluate relevant and credible research sources representative of the evolving information landscape.
2. Responsibly produce research using relevant and credible research sources representative of the evolving information landscape.

### **Objectives:**

Students will be able to:

1. Analyze the role of information in a technology driven, democratic society
2. Select and investigate a college-level research topic
3. Discover and differentiate relevant sources using a variety of search methods and tools
4. Evaluate characteristics of credible and authoritative research, including differing viewpoints
5. Incorporate sources and responsibly create content that can be shared

### **Topics and Scope:**

- I. Role of Information in a Technology Driven, Democratic Society
  - A. Legal aspects
    1. Knowledge creation
    2. Scholarship
  - B. Social and economic aspects
    1. Information access
    2. Technology
  - C. Levels of scholarship among publication types
- II. College-Level Research Topic
  - A. Topics suitable for academic discussion, argumentation or exposition
  - B. Research question topic contextualization

- C. Research strategy
- III. Search Methods and Tools for Locating Relevant Sources
  - A. Using key concepts related to a research question
  - B. Identifying and retrieving accurate and relevant sources
  - C. Publications variance in terms of coverage, purpose, and scholarship
- IV. Credible and Authoritative Research, including Differing Viewpoints
  - A. Construction of authority within different contexts
  - B. Bias in information sources
  - C. Evaluative criteria to compare and contrast reliable with unreliable research
- V. Source Integration and Creating Responsible Content that can be Shared
  - A. Ethical use of information in professional, social, and scholarly contexts
  - B. Purpose of attributing sources by utilizing a standard style such as MLA or APA
  - C. Research as a knowledge contributor by synthesizing sources on a selected topic

**Assignment:**

1. Five in-class exercises (one per learning objective)
2. Five homework assignments (one per learning objective)
3. One cumulative project, such as an annotated bibliography, a research journal or similar indicator of engagement and skill in the research process
4. Quizzes 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 relevance of sources, written evaluations of the quality of information sources, written assessment of the research process	Writing 20 - 50%
---	---------------------

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

Problem-solving in-class exercises and homework assignments	Problem solving 15 - 30%
---	-----------------------------

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

Skills-based in-class exercises and homework assignments; Cumulative project	Skill Demonstrations 5 - 30%
--	---------------------------------

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

Quizzes and/or exams	Exams 15 - 50%
----------------------	-------------------

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

Attendance and participation

Other Category  
0 - 20%

**Representative Textbooks and Materials:**

Instructor provided materials

Research Strategies: Finding Your Way Through the Information Fog. Badke, William.

iUniverse. 2017