

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 op erations.

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 op

erations.

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:	Area			Effective:	Inactive:
	I	Information Literacy		Fall 1981	Fall 2016
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:	Fall 2016
UC Transfer:	Transferable	Effective:	Fall 2003	Inactive:	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