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	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 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:	**Area**			Effective:	Inactive:
	I	Information Literacy		Fall 2000	
CSU GE:	**Transfer Area**			Effective:	Inactive:
IGETC:	**Transfer Area**			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.	Writing 20 - 50%

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.	Problem solving 15 - 30%

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.	Skill Demonstrations 5 - 30%

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.	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:
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.