

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 appropriate placement based on AB705 mandates; 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 appropriate placement based on AB705 mandates; 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

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