

**Course Outline**

**COURSE:** LIB 200                      **DIVISION:** 10                      **ALSO LISTED AS:** LIB 99

**TERM EFFECTIVE:** Spring 2016                      **CURRICULUM APPROVAL DATE:** 09/28/2015

**SHORT TITLE:** COLLEGE RESEARCH SKILLS

**LONG TITLE:** College Research Skills

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

**COURSE DESCRIPTION:**

This course develops information literacy skills needed to successfully complete transfer-level research projects. It includes lessons and activities related to understanding the research process; developing a research question and a research strategy; general principles of searching; effective use of the library catalog and online databases; finding and evaluating internet sources; citing sources; and creating an annotated bibliography or works cited. This course has the option of a letter grade or pass/no pass. This course was previously listed as LIB 99.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Students will list the basic stages of the research process and write a personal reflection about the way he/she engages in that process.

Measure: Short writing assignment and a graphic of how they go through the research process.

PLO:

ILO: 2.1, 2.6, 3

GE-LO: A

Anticipated Year of Assessment: 2016

2. Students will develop a research topic into a focused research question by broadening or narrowing and by confirming appropriate resources are available.

Measure: Written research questions, bibliographies of potential resources, graphic organizers for shaping research topics into questions.

PLO: 2, 3

ILO: 1,2, 3

GE-LO: A

Anticipated Year of Assessment: 2016

3. Using the library catalog, students will demonstrate basic search principles such as Boolean searches and standard limiters to locate books and reference resources related to their research question.

Measure: bibliography

PLO: 1

ILO: 3

GE-LO: A

Anticipated Year of Assessment: 2016

4. Students will construct search strategies using appropriate commands for the information retrieval system selected.

Measure: Quizzes, search histories

PLO: 1,3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2016

5. Students will differentiate between popular and scholarly sources of information and apply the knowledge to specific research problems.

Measure: bibliography, annotated bibliography, quiz

PLO: 3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2016

6. Students will assess the quantity, quality and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.

Measure: search histories, quizzes

PLO: 1,3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2016

7. Students will examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias.

Measure: written exercises, quizzes, bibliographies

PLO: 1,2, 3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2016

8. Students will differentiate between the types of sources cited and use the elements and correct syntax of a citation for a wide range of resources.

Measure: bibliographic citations, quizzes

PLO: 1

ILO: 3

GE-LO: A

Anticipated Year of Assessment: 2016

9. Students will create an annotated bibliography that includes resource types that best help address the research question, summarizes the relevant content of each source, and follows standard citation conventions.

Measure: annotated bibliography/ works cited

PLO: 1,2, 3

ILO: 3

GE-LO: a

Anticipated Year of Assessment: 2016

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 09/28/2015

2 Hours

Content: The research process: understanding the stages of the research process and the recursive nature of that process.

Student Performance Objectives (SPO): Students will write the stages of the research process and create a graphic representation of their own methods of engaging in that process.

Out-of-Class Assignments: Reviewing research process, comparing own process to model.

4 Hours

Content: State a research question

- a. Choosing a topic
- b. Seek background information—Reference sources, general magazines
- c. Generate questions (includes question types)
- d. Creating a working thesis—narrowing, expanding, passing the “Who Cares?” test
- e. Establishing a research strategy

Student Performance Objectives (SPO): Students will demonstrate in writing a process for developing a research question that includes choosing an appropriate topic within the parameters of the class, gathering background information, generating questions around the topic, creating a working thesis, and establishing a research strategy that includes what type of sources will be required to address the question.

Out-of-Class Assignments: Notes on background information; potential questions prompted by background reading; types of sources handout, creation of research question; completion of written research plan.

2 Hours

10/2/2015

Content: Information Types and Information Ethics

Student Performance Objectives (SPO): Students will identify information source types, identify when those source types appear in the information cycle, and key purposes of those source types. Students will also state in their own words the rationales for citing sources and discuss scenarios in which plagiarism might occur.

Out-of-Class Assignments: Reading from course content, quiz on source types, participation in online forum related to plagiarism.

2 Hours

Content: a. General search principles: broad to narrow, Boolean searches

b. Books

c. Reference sources

Student Performance Objectives (SPO): Using the library catalog, students will demonstrate basic search principles such as Boolean searches and standard limiters to locate books and reference resources related to their research question.

Out-of-Class Assignments: online search exercises, reference source bibliography

2 Hours

Content: Finding periodicals and other database sources

--General principles: broad to narrow, Boolean searches, limit by subject, source type, date

--Learning from results to refine search

--Types of periodicals: popular vs. academic sources

Student Performance Objectives (SPO): Students will construct search strategies using appropriate commands for the information retrieval system selected; Students will differentiate between popular and scholarly sources of information and apply the knowledge to specific research problems

Out-of-Class Assignments: online research exercises

2 Hours

Content: Finding internet sources

a. Evaluating sources

b. Search strategies: domain and other limiting strategies

Student Performance Objectives (SPO): Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias; employ advanced searching strategies to narrow or expand queries using a search engine

Out-of-Class Assignments: web evaluation exercises, search exercises2

2 Hours

Content: Citation basics: MLA vs. APA citation, creating a works cited page, in-text citations

Student Performance Objectives (SPO): and create citations using the elements and correct syntax of MLA and/or APA formats for a wide variety of resources.

Out-of-Class Assignments: citing sources exercises.

2 Hours

Content: Creating an annotated bibliography or annotated works cited list.

Student Performance Objectives (SPO): Students will create an annotated bibliography or works cited that includes resource types that best help address the research question, summarizes the relevant content of each source, and follows standard citation conventions.

Out-of-Class Assignments: annotation exercises, preparation of annotated bibliography.

## **METHODS OF INSTRUCTION:**

Lecture, discussion, demonstration/return demonstration, quizzes, exams

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 20 %

Written Homework

Reading Reports

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason:

Course primarily involves skill demonstration or problem solving

Category 2 - The problem-solving assignments required:

Percent range of total grade: 30 % to 40 %

Homework Problems

Quizzes

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 30 % to 40 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 30 %

Multiple Choice

True/False

Matching Items

Completion

**REPRESENTATIVE TEXTBOOKS:**

All reading materials to be provided by instructor.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:  
Program Status: 2 Stand-alone  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department:  
CSU Crosswalk Course Number:  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: E  
Maximum Hours: 1  
Minimum Hours: 1  
Course Control Number:  
Sports/Physical Education Course: N  
Taxonomy of Program: 160100