

Course Outline

COURSE: LIB 736 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2015 **CURRICULUM APPROVAL DATE:** 10/13/2014

SHORT TITLE: DEVELOP TOPIC

LONG TITLE: Library Research: Develop a Topic

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	6	Lecture:	1	6
		Lab:	0	0
		Other:	0	0
		Total:	1	6

COURSE DESCRIPTION:

Designed for entry-level students, this introductory course provides bite-sized exercises using a variety of library sources to show effective methods for developing quality research papers. These include brainstorming a topic, concept mapping, evaluating the validity of a topic for a paper, finding supporting evidence for a thesis statement, making effective use of evidence from online and print sources and established citation style rules regarding use published materials.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Develop a thesis statement or research question that is researchable and narrowed for a 5-8 page paper.

Measure: Exercises, quiz

PLO: 1,3

ILO: 1,2,3

GE-LO: A5

Year assessed or anticipated year of assessment: 2015

2. Employ concept mapping to visualize structuring and presenting supporting arguments for a writing assignment.

Measure: Exercises, quiz, self-assessment

PLO: 1,3

ILO: 1,2,3

GE-LO: A5

Year assessed or anticipated year of assessment: 2015

3. Identify "researchable" topics.

Measure: exercise, quiz

PLO: 1,3

ILO: 1,2,3

GE-LO: A5

Year assessed or anticipated year of assessment: 2015

4. Cite from a variety of sources (e.g., journals, books, ebooks, web pages, etc) using correct MLA or APA format.

Measure: Exercises, quiz

PLO: 1,3

ILO: 1,2,3

GE-LO: A5

Year assessed or anticipated year of assessment: 2015

5. Determine the reliability and relevancy of information sources, e.g. identify peer-reviewed journal articles, primary and secondary sources, and the credibility of web resources.

Measure: Evaluation exercises, quiz

PLO: 1,3

ILO: 1,2,3

GE-LO: A5

Year assessed or anticipated year of assessment: 2015

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

Curriculum Approval Date: 10/13/2014

2 Hours

Finding visual information online Performance Objectives: Locate visual information online. Demonstrate concept mapping, the importance of a topic sentence with supporting evidence, useful vs. too general topic sentences, and the relationship of supporting evidence and good writing.

Activities: Locate visual information in Google, and YouTube. Relate concept mapping to developing a topic. Use graphic materials to demonstrate concept of supporting evidence. Practice in identifying viable topic sentences and supporting evidence. Relating supporting evidence to good writing. Review concepts with self tests.

2 Hours

Finding supporting evidence from library resources. Performance Objectives: Develop effective search strategies to locate information using online proprietary databases, e.g. EBSCOHost, including Boolean searching, thesaurus, use of scholarly journals and subject headings.

Activities: Examples. Conduct literature searches using delimiters, including "EBSCOhost SmartText searching," delimiters for publication type, and use of related terms. Practice using EBSCOhost thesaurus, Boolean strategies, parentheses and quotation marks. Practice locating scholarly journals, identifying effective thesis statements by type; argumentative, expository or analytical.

2 Hours

Finding appropriate evidence to support a thesis statement and employing effective citation skills.

Performance Objectives: Explore Gavilan Library online catalog resources, using keyword and Library of Congress subject search. Understand use in papers of various resources, e.g. periodicals, e-books and the media collection, scholarly, primary and secondary resources. Understand use of appropriate citation rules, and online help.

Activities: Example. Watch YouTube videos. Example: use weak and strong evidence from the film "My Cousin Vinny." Locate believable evidence and valid source that solidly supports a claim. Practice established citation rules, block quotations, and short quotations in paper and various media formats. Self tests and online practice.

METHODS OF INSTRUCTION:

Lectures, field trips around the Gavilan Website, exercises, discussions, emails.

METHODS OF EVALUATION:

N/A

REPRESENTATIVE TEXTBOOKS:

n/a

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: L

Noncredit Category: C

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: B

Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000506209
Sports/Physical Education Course: N
Taxonomy of Program: 150100