

**Course Outline**

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

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 12/8/2020

**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	18	Lecture:	.33	6.00
		Lab:	0	0
		Other:	0	0
		Total:	.33	6.00

**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

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Demonstrate planning and exploration skills that aid in the formulation of an effective research question.
2. Develop a thesis statement or research question that is researchable and narrowed, and identify potential resources that may be used to address that question.
3. Cite from a variety of sources (e.g., journals, books, ebooks, web pages, etc) using correct MLA or APA format.

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

Curriculum Approval Date: 12/8/2020

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.

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, including Boolean searching, use of scholarly journals and subject headings.

Activities: Examples.

Conduct literature searches using delimiters, including delimiters for publication type, and use of related terms. Practice search strategies to identify topics, including knowledge of specialized databases, browsing of chapter titles for content, reading introductory chapters of books to build background on topics.

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.

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:**

Online learning modules. Students work their way through a series of modules that include discussion, interactive exercises, and hands on activities that help them build effective research questions.

## **METHODS OF EVALUATION:**

Online learning modules. Students work their way through a series of modules that include discussion, interactive exercises, and hands on activities that help them build effective research questions.

## **REPRESENTATIVE TEXTBOOKS:**

none.

All resources will be provided by faculty librarian at no cost to students.

**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