LIBR-100: INFORMATION & LIBRARY RESEARCH SKILLS

Effective Term
Fall 2025

CC Approval
01/21/2025

AS Approval
02/13/2025

BOT Approval
02/20/2025

COCI Approval
04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status
Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Library Science (Master's Degree)	

Subject Code
LIBR - Library Research
Course Number
100

Department
Library Research (LIBR)

Division
Library and Learning Resources

Full Course Title
Information & Library Research Skills

Short Title
Info & Library Research Skill

CB03 TOP Code
1699.00 - Other Library Science

CB08 Basic Skills Status
NBS - Not Basic Skills

CB09 SAM Code
E - Non-Occupational

Rationale
Title change to be more in line with title language in the discipline. Course description changes to a more student-centered and student friendly language. SLO revisions that are more succinct and have active verbs (Bloom's Taxonomy for SLO's). Text/readings to be more current with publication date and OER/ZTC to be more DEI aligned. Updated course outline content to make language cleaner and more reflective of emerging topics in the field (e.g. added section on AI). Reading Assignment revisions for DEI content. Methods of Instruction added for previously empty fields, particularly in the Online Adaptation section.

SECTION B - Course Description

Catalog Course Description
The course will help students acquire information literacy skills necessary to conduct academic or personal research. It provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information, and using information.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit
No

Repeatability
Not Repeatable

Grading Options
Letter Grade or Pass/No Pass

Allow Audit
Yes

Requisites

Advisory Prerequisite(s)
Eligibility for ENGL C1000 or appropriate placement.

SECTION D - Course Standards

Is this course variable unit?
No

Units
1.00000

Lecture Hours
18.00

Outside of Class Hours
36

Total Contact Hours
18

Total Student Hours
54

Distance Education Approval

Is this course offered through Distance Education?
Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

	Upon satisfactory completion of the course, students will be able to:
1.	Generate and develop a research topic and research strategy.
2.	Locate relevant sources (articles, books/ebooks, websites, etc.).
3.	Evaluate, analyze, and cite information sources.
4.	Apply database search techniques.
5.	Analyze social, ethical, and legal issues relating to information and its use.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Identify a research need and establish context by defining the subject's major concepts to construct an effective research strategy.
2.	Recognize the monetary, educational and social value of information resources.
3.	Demonstrate advanced research skills such as: defining a research strategy for locating necessary information; locating research for various types of information needs using a range of Library and online sources.
4.	Assess the appropriateness of resources for credibility and context.
5.	Avoid all forms of plagiarism by using direct quote, paraphrasing and summarizing; and integrate sources from a variety of mediums.

Course Content

Course Content

1. Introduction to course and library resources.
   a .What is a research question.
   b. Scholarship as Conversation.
   c. Entering the scholarly conversation: sharing research topics of interest.
   d. Locating library materials including books and articles.

2. Developing a research question.
   a. Focusing an information need and research topic.
   b. Background research using library resources.
   c. Exploring the information cycle.
   d. Discussing research questions.

3. Formulating search strategies.
   a. Keyword searching.
   b. Advanced library database searching.
   c. Comparing popular versus scholarly sources.
   d. Reading a scholarly journal article.

4. Using the internet for research: tools and techniques.
   a. Researching on the open web.
   b. Evaluating online sources.
   c. Fact checking and misinformation.
   d. Citation of online sources.

5. Authority and Information Ethics.
   a. Understanding authority as contextual and constructed within a community.
   b. Information Ethics.
   c. Academic integrity.
   d. Experts understand the need to determine the validity of the   information created by different authorities and acknowledge the bias that privileges some authorities over others' worldviews, gender, sexual orientation and cultural orientations.

6. Information has Value
   a. Intellectual property.
   b. Fair use.
   c. Open access publishing.
   d. Open access attributions.

7. Artificial Intelligence
   a. Definitions and history of artificial intelligence.
   b. Deepfakes, hallucinations, and mislabeled content.
   c. Assistive technology and AI.
   d. Avoiding plagiarism.

8. Putting It All Together: Creating An Annotated Bibliography

a. Bibliography versus annotated bibliography.
b. Descriptive research strategy.
c. Authority, summary, currency, relevance.
d. Reflecting on research.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Students will attend instructor-led lecture (in-person or synchronous or pre-recorded).
Discussion	Students will complete online discussion boards on assigned topics.
Activity	Small group discussion/work (e.g. searching for and comparing relevant sources). e.g. searching for and comparing relevant sources).
Projects	Annotated Bibliography.
Journal	Complete reflection guided exercises.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Discussion Boards
E-mail Communication
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Quizzes	Syllabus Quiz. Read our class syllabus carefully before taking this quiz. You may refer to the syllabus as you take the quiz, it is "open book."
Essays/Papers	This project is the culmination of your research journey; you will present the research you've been gathering on your chosen topic by creating a 6-item annotated bibliography. You will also write a 1-page Reflection Letter on what you've learned this semester.
Class Participation	Discussion Examples: On a discussion board, describe the topic that you're interested in researching for this class/your final project. This should be a topic that sparks your curiosity and that you may find other communities or speakers are interested in.
Other	Journal Entry Example: This week, we worked on using the open web for research. You were introduced to a variety of strategies to evaluate sources, including an infographic, video tutorials, as well as a strategy called lateral reading to evaluate online sources for quality and credibility. Using what you learned this week, find a high-quality online source on your topic to write this week's journal entry.
Homework	Readings, assignments, video lectures - various content topics, reading and writing assignments.

Assignments

Reading Assignments

Example 1: Read and annotate an academic article (e.g. First-generation students and Academic Libraries) and be prepared to discuss questions and synthesize this type of resource.

Example 2: Choose between a book chapter on indigenous research methods or a newspaper article on indigenous objects and be prepared to discuss authority and information ethics.

Writing Assignments

Example 1: Evaluating Websites. Let's say that you are researching sea turtles, and you want to know why they are currently endangered. Take a look at the following three sites and decide which one would be the most relevant. Write a rationale for your choice.

Example 2: Creating an Annotated Bibliography, you will see that the annotated bibliography requires seven sections (listed below). Determine your research question and then look for three sources (books, articles from a database, or an authoritative website) that addresses your topic and answers your research question. Be sure to take notes as you conduct your search so that you can later describe your search accurately.

Other Assignments

Example 1: Watch a 2 part video series that will introduce you to the Scholarship as a Conversation framework. The first video will help students begin to brainstorm research topics that may be connected to their identity, a place, influential person, animal, or social or climate justice issue they feel passionate about. The second video will introduce students to an optional tool they can use to begin brainstorming and sharing their topic.

Example 2: Exploring Open Access Sources of Information. Visit the McCarthy Library's Open Access LibGuide and watch the video entitled Open Access Explained. Choose a tab and then link from the Open Access LibGuide and write about what you found. Did anything surprise you? Post on discussion board.

SECTION F - Textbooks and Instructional Materials

Material Type

Open Educational Resource (OER)

Author

Butler, Walter D., Aloha Sargent, and Kelsey Smith.

Title

Introduction to College Research

Publisher

Ed, Pressbooks

Year

2021

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000579672

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Not Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No