LIBR 100 - Becoming a Skilled Researcher Course Outline

Approval Date: 01/12/2017
Effective Date: 06/10/2017

SECTION A

Unique ID Number	CCC000579672
Discipline(s)	Library Science
Division	Library and Learning Resources
Subject Area	Library Research
Subject Code	LIBR
Course Number	100
Course Title	Becoming a Skilled Researcher
TOP Code/SAM Code	1699.00 - Library Science, Other / E - Non-Occupational
Rationale for adding this course to the curriculum	Course for teaching students to conduct college-level research
Units	1
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	18.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	36.00

Total Contact Hours	18
Total Student Hours	54
Open Entry/Open Exit	No
Maximum Enrollment	
Grading Option	Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B
General Education Information:

SECTION C
Course Description

Repeatability May be repeated 0 times

Catalog Description An introductory course to college-level research. Students will explore the interconnected core concepts of information, research and scholarship and will apply research skills for effective use of traditional and electronic library resources. Instruction includes print and non-print information sources such as reference books, scholarly material, online subscription databases and the Internet. Students will visit a library to complete hands-on exercises.

Schedule Description

SECTION D
Condition on Enrollment
1a. Prerequisite(s): *None*
1b. Corequisite(s): *None*
1c. Recommended
- ENGL 90

1d. Limitation on Enrollment: *None*

SECTION E
Course Outline Information
1. Student Learning Outcomes:
   A. The student will be able to identify a research topic to fit the scope of a lower-division research assignment; successfully construct a search statement on a topic using different searching language types (e.g. keywords and subject headings); and follow the iterative steps in the research process in order to carry out their search with greater precision.
   B. The student will be able to access and search library resources including the online catalog, online databases, LibGuides and other information tools.
   C. Students will be able to locate and evaluate information for currency, relevance, authority, accuracy and purpose. Students will be able to integrate sources into their papers thereby entering into the scholarly conversation.
   D. The student will be able to avoid plagiarism by following ethical and legal guidelines in gathering and using information. This includes giving credit to the original ideas of others through proper attribution and citation using discipline-appropriate styles such as MLA.

2. Course Objectives: Upon completion of this course, the student will be able to:
   A. Identify a research need and establish context by defining the subject's major concepts to construct an effective research strategy.
   B. Recognize the monetary, educational and social value of information resources.
   C. 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.

    D. Assess the appropriateness of resources for credibility and context.

    E. Avoid all forms of plagiarism by using direct quote, paraphrasing and summarizing; and integrate sources from a variety of mediums.

    F.

3. Course Content

1. Information Tools: Finding Books and Database

    A. Information Literacy Pre-Test, Locating library materials including   books and articles

    B. What is a research question.

    C. Library catalog versus online databases

    D. Instructional tools embedded in Library website

2. Scholarship as Conversation

A. Understanding the new ACRL Framework for Information Literacy

B. How to evaluate information based on Currency, Reliability/Relevance, Authority, Accuracy and Purpose

C. Entering the scholarly conversation: researching, reading, weaving together ideas, evaluating and synthesizing information

D. Citing sources to avoid plagiarism

3. Research as Inquiry and Searching as Strategic Exploration

A. Iterative nature of research: planning, searching, reading and extracting

B. Choosing information sources that reflect the nature and scope of research question

C. Creating a strategic search query using advanced techniques: "Google and Beyond"

D. The power of information to pursuade

E. Toulmin's schema

4. Authority is Contextual and Constructed

A. Authority is a type of influence recognized or exerted within a community

B. Authority is constructed in particular contexts

C. Experts understand the need to determine the validity of the information created by different authorities and acknowledge the bias that privilege some authorities over others in terms of others' worldviews, gender, sexual orientation and cultural orientations

D. Popular versus scholarly sources

E. Primary, secondary, tertiary sources

5. Property: Information has Value

A. Intellectual property/Fair use

B. Contextual value of anecdotal/non-traditional sources

C. Depth of editorial process

D. Information Cycle: where information is produced, where it comes from and how it changes over time

E. Open access publishing

6. Putting It All Together: Creating An Annotated Bibliography

A. Bibliography versus annotated bibliography

B. Descriptive research strategy

C. Authority, Summary, Currency, Relevance

D. Information Literacy Post-Test

4. Methods of Instruction:
    Distance Education: hybrid or online
    Lecture: Video lectures - various content topics
    Projects: Capstone: Annotated Bibliography

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.
Typical classroom assessment techniques
    Quizzes -- Multiple-choice, short answer
    Papers -- Capstone: Annotated Bibliography
    Class Participation -- Discussion Board
    Class Work -- Video lectures - various content topics, reading and writing assignments
    Home Work -- Readings, assignments, video lectures - various content topics, reading and writing assignments
Additional assessment information:
    Information Literacy Pre-Test Diagnostic and Post-Test

    Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.
    A. Reading Assignments
    Example 1: Download Biomedicine article, enable editing, and in Microsoft Word, use the highlighting tool. After reading the document, highlight the answer in the text to questions #1-7.

Example 2: Read and compare the following two articles: World.Book.Cherokee.pdf and Native.American.Cherokee.pdf. Describe the differences in these two articles by comparing and contrasting the article using the analogy of comparing the quality of a Rolls Royce (luxury car) to a Ford Fiesta (the people's car).

B. 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.

C. Other Assignments

Discussion:

Example 1: The Role of Bibliography in Scholarly Conversation.

View and relate concepts from the two Intellectual Property videos into your answer. Write a short paragraph answer to post on the discussion board.

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.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author:	Badke, William
Title:	Research Strategies: Finding Your Way Through the Information Fog
Publisher:	iUniverse
Date of Publication:	2014
Edition:	5th

B. Other required materials/supplies.

- A Napa Valley College Library Card.