

MERRITT COLLEGE COURSE OUTLINE

COLLEGE:	MERRITT COLLEGE	STATE APPROVAL DATE:	03/09/2019
ORIGINATOR:	Nghiem Thai	STATE CONTROL NUMBER:	CCC00060 3149
		BOARD OF TRUSTEES APPROVAL DATE:	01/08/2019
		CURRICULUM COMMITTEE APPROVAL DATE:	11/15/2018
		CURRENT EFFECTIVE DATE:	08/01/2019

DIVISION/DEPARTMENT: Merritt - Division I / M - Library

1. REQUESTED CREDIT CLASSIFICATION:

N - Non Credit
B - Basic Skills
1 - Program Applicable

2. DEPT/COURSE NO:

LIS 511

3. COURSE TITLE:

Research Skills I

4. COURSE: MC New Course

TOP NO. 493014 - Study Skills

5. UNITS: 0.000

HRS/WK LEC: 0.12 **Total:** 2.01

HRS/WK LAB:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

LIS 501 is designed to support first-time and/or under-prepared students in developing the basic skills of information literacy and a general understanding of academic research necessary to succeed in credit coursework. The course curriculum contributes to the achievement of Merritt College's institutional learning outcome in Information and Computer Literacy. This course is a required part of a noncredit educational program, which 1) involves a set of competencies that prepare the student to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses and 2) results in a noncredit Certificate of Competency in Research skills. [5 CCR § 55151]

8. COURSE/CATALOG DESCRIPTION

Introduction to research: Information literacy skills, research process, topic selection and development, and overview of appropriate information sources.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Both P/NP or Satisfactory progress
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: No
- f. Required for degree/certificate (specify):
Research Skills
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace

needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Identify the role that information literacy plays in academic, professional, and personal lives.
2. Select and develop a meaningful research topic.
3. Identify and distinguish between primary and secondary sources.
4. Identify and distinguish among popular, substantive, and scholarly sources.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

1. Why information literacy matters - 10%
2. Overview of research process - 10%
3. Choosing and narrowing a topic - 20%
4. Primary and secondary sources - 30%
5. Popular, substantive, and scholarly sources - 30%

11B. LAB CONTENT:

N/A

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Lecture
2. Distance Education
3. Activity
4. Discussion
5. Field Trips
6. Multimedia Content

13. ASSIGNMENTS: 0.23 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

Information competency self-assessment, quiz preparation, and brief essay

ASSIGNMENTS ARE: (See definition of college level):
NOT primarily college level

14. STUDENT ASSESSMENT: (Grades are based on):
ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
MULTIPLE CHOICE

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? No

Are nonprint materials adequate? No

Are electronic/online resources available? No

Are services adequate? No

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

NOT primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y - Not applicable

18. CALIFORNIA CLASSIFICATION CODE:

K - Other Noncredit Enhanced Funding

19. NON CREDIT COURSE CATEGORY:

C - Elementary and Secondary Basic Skills

20. FUNDING AGENCY CATEGORY:

Y - Not Applicable (funding not used to develop course)

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

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STUDENT LEARNING OUTCOMES

- 1. Outcome:** Describe the research process.
Assessment: Oral discussion, brief essay
- 2. Outcome:** Compare and contrast sources of information.
Assessment: Quizzes
- 3. Outcome:** Explain the importance of information literacy.
Assessment: Brief essay