

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE:	Merritt College	STATE APPROVAL DATE:	09/19/2007
ORIGINATOR:	Eva Ng-Chin	STATE CONTROL NUMBER:	CCC000363052
		BOARD OF TRUSTEES APPROVAL DATE:	02/02/2015
		CURRICULUM COMMITTEE APPROVAL DATE:	12/11/2014
		CURRENT EFFECTIVE DATE:	

DIVISION/DEPARTMENT: LIS

1. REQUESTED CREDIT CLASSIFICATION:

Community Services (Fee-based) []	Degree Credit [X]	Non-Degree Credit []	Non-Credit []	Stand Alone Course []
Course Is A Basic Skill Course []				

2. DEPT/COURSE NO:

LIS 085

3. COURSE TITLE:

Introduction to Information Resources

4. COURSE:	MC Course Reactivation[]	MC Course Changes only in Non-catalog Info[]	MC New Fee Based Course[]	MC Course Changes in Catalog Info[X]	MC New Course[]	MC New Course w/DE Addendum[]	MC Add DE Addendum Only[]	MC Add DE Addendum w/Catalog Changes[]	MC Add DE Addendum w/Non-Catalog Changes[]	TOP NO.	1699.00
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5. UNITS: 2	HRS/WK LEC: 2 Total: 35	HRS/WK LAB: 0 Total:	HRS/WK TBA: 0 Total:
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6. NO. OF TIMES OFFERED AS SELECTED TOPIC: **AVERAGE ENROLLMENT:**

7. JUSTIFICATION FOR COURSE

This course has been revised in order to meet a general education requirement in information competency at several CSU's such as SFSU and CSU Hayward and a future requirement for the California Community College System. The Academic Senate of the California Community Colleges has recommended to the Board of Governors that information competency become a locally-designed graduation requirement for degree and certificate programs. No date for implementation has been set. DE addendum has been added to provide flexibility in course instruction.

8. COURSE/CATALOG DESCRIPTION

Introduction to the basic concepts and tools used in information research: Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet.

9. OTHER CATALOG INFORMATION:

- a. Modular: Yes [] No [X] If yes, how many modules:
- b. Open entry/open exit: Yes [] No [X]
- c. Grading Policy: Both Letter Grade or Pass/No Pass [X] Pass/No Pass [] Letter Grade Only []
- d. Eligible for credit by Exam: Yes [] No [X]
- e. Repeatable according to state guidelines: Yes [] No [X] If yes, number of allowable repeats:
- f. Required for degree/certificate (specify):
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number:

- i. Are there prerequisites/corequisites/recommended preparation for this course? Yes [X] No []
Date of last prereq/coreq validation: 12/11/2014

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. Articulate a problem, issue, or search question.

1. Context: Given a broad subject area, a reference book for that subject, a short answer worksheet and access to the online catalog, Objective: Develop a research topic and create a search statement. Traits: Include the ability to create a genuine research question that is appropriately narrow; utilize reference books to acquire background knowledge; identify main concepts; select synonyms/related terms for main concepts; and locate Library of Congress Subject Headings for concepts.

Identify potential sources and types of information tools based on the scope and type of information needed.

1. Context: Given a list of research questions and a list of possible sources and search tools, Objective: Select the appropriate search tools for the research questions based on the scope of the tools; describe the type of information needed and the search strategy that would be undertaken to access the source. Traits: Include ability to evaluate and select search tools based on dates covered, types of sources included, and subject areas covered; demonstrate the ability to locate and distinguish between primary sources, secondary sources, scholarly journals, popular magazines, professional publications, newspapers, book reviews, proprietary databases, subject and general encyclopedias, almanacs, handbooks, atlases, statistical sources, Internet search engines, Internet directories, and Internet meta-search engines.

Develop successful search strategies appropriate for specific tools.

1. Context: Given access to a proprietary database and a worksheet for evaluating databases, Objective: Locate and read the database help screens, build a search in the database on a selected topic, and write a detailed evaluation of the content and search features of the proprietary database. Traits: Describe content, dates covered and subjects included in the database; recognize different search screen options (e.g., basic vs. advanced); identify and build searches using Boolean logic, truncation, subject headings, field searching and limiters; distinguish between proprietary databases and the public Internet; demonstrate ability to print, e-mail and save articles from proprietary databases.

Locate, evaluate, synthesize, organize and present information.

1. Context: Given a final project based on lectures, readings and homework, Objective: Develop a research topic, locate sources and write an annotated bibliography evaluating specific sources, on a topic of the students' choice, found using search tools presented in the course and give a 5-minute class presentation on the final project. Traits: Clear articulation of the research question; appropriately narrow research question; selection of search tools that match research question; evaluation of sources based on criteria listed in the Evaluating Resources Worksheet; use of MLA citation style, format and parenthetical references; demonstration of an advanced search on an online tool in the oral presentation; communication of a helpful tip on researching given in the presentation; and utilization of technology in oral presentation.

Identify ethical and legal issues that affect information.

1. Context: After reading an online handout on plagiarism, Objective: Complete an online tutorial. Traits: Define plagiarism; recognize acceptable and unacceptable paraphrases; distinguish between a paraphrase and a quote; and recognize common knowledge.

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:

The Research Process (20%)

- Developing a research topic
- Keyword searching search strategy

Sources of Information (20%)

- Popular vs. scholarly sources
- Primary, secondary, tertiary sources

Searching for Information (20%)

- Online catalogs
- Library databases
- Internet search strategies

Selecting sources (20%)

- Evaluating popular and scholarly sources
- Evaluating websites

Incorporating sources (20%)

- Citation styles
- Annotated bibliography or similar evaluative or descriptive assignment

11B.

LAB CONTENT:

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

1. Lecture
2. Discussion
3. Projects
4. Threaded Discussions
5. Other: Demonstration of research strategies,
Research using print and electronic resources,
Group work,
Student presentations,
Online tutorials, course website, and online course management software (Moodle),
Audiovisual materials,
Online readings and quizzes,
Online forum and email,
Office hours,
Research worksheets

13. ASSIGNMENTS: 4 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: 1. Written evaluations of books, articles and websites. 2. Cooperative research assignments. 3. Weekly worksheets on applying research methods. 4. Group work analyzing resources. 5. Weekly readings and quizzes. 6. Written final project consisting of an evaluative annotated bibliography. 7. Oral presentation of final project.

ASSIGNMENTS ARE: (Check one. See definition of college level):

- Primarily college level
 NOT primarily college level

14. STUDENT ASSESSMENT: (Grades are based on): (Check as many boxes as are applicable. Note: For degree credit, AT LEAST ONE of the first three boxes must be checked. If "ESSAY" is not checked, please explain why here.)

- 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.)

Why "ESSAY" is not checked:

- COMPUTATION SKILLS
 NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
 SKILL DEMONSTRATION
 MULTIPLE CHOICE
 OTHER (Describe)

Written evaluations, research assignments, worksheets, group work, final project and oral presentation of project, final exam.

15. TEXTS, READINGS, AND MATERIALS:

A. Textbooks:

Author	Title and Edition	Publisher	Date of Publication*
Lanning, Scott	<i>Concise Guide to Information Literacy</i> (1st/e).	Libraries Unlimited,	(2012).
Hacker, Diana	<i>A Writer's Reference</i> (8th /e).	Bedford/St. Martin's,	(2014).

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

B. Additional Resources:

1. 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? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are nonprint materials adequate? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Are electronic/online resources available? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are services adequate? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

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

Please consult with our librarians for the most recent resources in your discipline. As of Spring 2014, we have returned to the renovated L Bldg. Circulating books are now available for check-out. Less than 500 new titles were acquired since 2011 during our relocation to the A bldg. Meanwhile, we are relying heavily on our e-resources until such time we are able to secure funding to purchase newly published materials. All students and faculty may access our library databases and e-books off-campus 24/7 by using their Peralta student/faculty ID numbers for remote authentication.

4. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

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

- Primarily college level
 NOT primarily college level

16. Designate Occupational Code (check ONE only):

- A Apprenticeship
 B Advance Occupational
 C Occupational
 D Possible Occupational
 E Non-Occupational

17. Levels Below Transfer:

Y = Not Applicable

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.)

1a. Prerequisites/Corequisites/Recommended Preparation:

Recommended Preparation:

- ENGL 201A: Preparation for Composition and Reading or ENGL 264A or appropriate placement through multiple measures assessment process
Subject course and pre/corequisite is: Adjunctive
Entry Skills: 1. Construct paragraphs with basic sentence structure. 2. Develop a thesis statement. 3. Identify and comprehend the main ideas and supporting details in a written work. 4. Use critical reasoning skills to evaluate written material.
- CIS 001: Introduction to Computer Information Systems or 200 or 205 or Bus 219
Subject course and pre/corequisite is: Adjunctive
Entry Skills: 1. Compose, send and receive e-mail messages. 2. Save files to a disk. 3. Operate an Internet browser and computer mouse. 4. Print from a browser or word processing program. 5. Type a document using a word processing program.