COURSE OUTLINE

Library 191
Introduction to Information Competency

I.   Catalog Statement

Library 191 is designed to teach and strengthen lifelong research and information competency skills by introducing students to the nature of research and the role of the library in the research process. Students learn the core concepts of information retrieval and essential techniques for finding, evaluating, analyzing, organizing, and presenting information. The topics covered include: using online catalogs to locate books and other library resources; developing research strategies; exercising critical thinking to evaluate information; applying critical and search techniques to electronic databases; understanding citation formats and using the internet as a research tool.

Units — 2.0
Lecture/Demonstration Hours — 2.0

Recommended Preparation: Eligibility for English 101

Note: No credit will be given to students who have completed Library 101 prior to Library 191.
Students completing both Library 191 and Library 101 will receive a maximum of two units for both classes.

II.   Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 2.

III.   Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:
1. recognize the need for information and define a research topic;
2. develop and implement an effective search strategy appropriate for an information need;
3. locate and retrieve information;
4. evaluate information;
5. assess the research strategy;
6. employ principles of ethical and legal use of information;
7. organize, synthesize, and communicate information.

IV. <u>**Course Content**</u>   **Total Faculty Contact Hours = 32**

    A. Research Process   6 hours
       1. Structure and organization of information resources
       2. Develop a "working knowledge" of a research topic
       3. Developing a research question and search strategy
    B. Information Resources   8 hours
       1. Online library catalogs
       2. Library subscription databases
       3. Open web resources
    C. Search Techniques   8 hours
       1. Advanced search techniques, such as:
          a. Keyword selection and Boolean operators
          b. Truncation/wildcard
          c. Controlled Vocabulary/Subject Heading
          d. Field searching and delimiters
          e. Faceted searching
       2. Using call numbers, citations, and URLs
       3. Features and advanced functions of web search tools
          (i.e. domain searching, etc.)
    D. Evaluating Information   5 hours
       1. Identifying appropriate information sources
       2. Critical analysis and evaluation of sources for
          purpose, relevance, appropriateness, credibility, timeliness, etc.
    E. Ethical Use of Information   5 hours
       1. Proper use vs. plagiarism
       2. Citing sources

V.   <u>**Methods of Instruction**</u>

    The following methodologies may be used in this course:
    1. classroom discussions/lectures;
    2. demonstration;
    3. guided instruction and practice;
    4. hands-on exercises;
    5. group projects.

VI.   <u>**Out of Class Assignments**</u>

    The following out of class assignments may be used in this course:
    1. exercises and homework (e.g. produce concept maps for select reading assignments; complete worksheets that ask for the use of specific search techniques and application of search strategies to improve research skills;)
    2. works-in-progress for instructor review (e.g. submit draft annotations or summaries of sources incorporating paraphrases and quotations, revise for improvement;)
    3. annotated bibliography, and/or a narrative essay about research process (e.g. compile a bibliography based on a specific research question developed during the semester; write a research diary/journal that describes how specific search strategies, techniques and evaluation skills were applied to a specific research topic.)

VII. <u>**Methods of Evaluation**</u>

The following methods of evaluation may be used in this course:
1. problem-based, practical exams (e.g. exams consisting of research scenarios/problems for which students are asked to apply research strategies, techniques, and evaluation skills learned in class;)
2. formalized pre- and post-assessment tests for SLO evaluation.

VIII. <u>**Textbook**</u>

Badke, William B. *Research Strategies: Finding Your Way through the Information Fog*.
        4th ed. New York: iUniverse, 2011. Print.
10th Grade Textbook Reading Level: ISBN: 978-1-462-01017-2

Quaratiello, Arlene R, and Jane Devine. *The College Student's Research Companion:*
        Finding, Evaluating, and Citing the Resources You Need to Succeed.
        New York: Neal-Schuman P, 2011. Print.
10th Grade Textbook Reading Level: ISBN: 978-1-555-70729-3

If available, electronic versions of the above texts will be recommended.

Other electronic resources, tutorials, and open textbook resources.

IX. <u>**Student Learning Outcomes**</u>

1. Recognize an information need and articulate a research question.
2. Develop research strategies and use search techniques to locate sources.
3. Evaluate information sources for quality.
4. Cite sources using proper citation format.