

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

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

- 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 persuade
- 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.

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.