

# College of San Mateo Course Outline

- New Course
- Update/No change
- Course Revision (Minor)
- Course Revision (Major)

Date: 11/17/09

Department: Library Studies

Number: 100

Course Title: Introduction to Library Research

Units: 1.0

Total Semester Hours 16 Lecture: Lab:

Homework: 32 By Arrangement:

Length of Course

- Semester-long
- Short course (Number of weeks varies)
- Open entry/Open exit

Grading

- Letter
- Pass/No Pass
- Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):  
1hr x 16 weeks/16 = 1.0 FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)  
N/A
2. Corequisite (Attach Enrollment Limitation Validation Form.)  
N/A
3. Recommended Preparation (Attach Enrollment Validation Form.)  
N/A
4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

(Pass/No Pass or letter grade option) Minimum of 16 lecture hours per term. An introduction to library resources and research. Provides a practical, hands-on introduction to library research. Topics covered include formulating and refining a research question, library organization, using reference materials, searching the online catalog and databases, avoiding plagiarism, and citing sources. (AA: Area E5d, CSU, UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

An introduction to library resources and research. Provides a practical, hands-on introduction to library research. Topics covered include formulating and refining a research question, library organization, using reference materials, searching the online catalog and databases, avoiding plagiarism, and citing sources. (AA: Area E5d, CSU, UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Summarize the information need and create a thesis statement and revise the statement with a manageable focus.
- Compare and contrast the differences and values of potential information resources.
- Construct and implement effective and efficient search strategies for searching the library catalog and a research library database
- Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.
- Evaluate a web page using a consistent set of standardized criteria to find credible information
- Interpret / Construct a bibliographic citation using the rules of an appropriate citation style
- Describe multiple strategies that aid in avoiding plagiarism or copyright infringement

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

1. Choosing a Research Topic

How to formulate a workable research topic that isn't too broad or narrow in scope. The purpose of bibliographic research. The steps of the research process. The role of critical thinking in the research process.

2. How Libraries Are Organized

Dewey Decimal System. Library of Congress Classification System. Subject Headings.

3. Using the Library Catalog

How to execute Title, Author, and Keyword Searches.

4. Advanced Library Catalog

How to search by Subject and use Library of Congress Subject Headings.

5. Reference Sources

Using general and subject encyclopedias, in print and online.

6. Periodicals

What is a periodical? How do you read a bibliographic citation?

7. Locating Articles

Searching for periodicals in a multidisciplinary database using a basic keyword search. Difference between an index and a full-text database. How to choose appropriate databases.

8. The World Wide Web

What is the Web? What are its strengths and limitations?

9. Evaluating Information on the Web

Understanding a URL. Establishing authority and identity of authors. Identifying bias.

10. Plagiarism

What constitutes plagiarism? How can you avoid it?

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Lecture: In-class lectures introduce concepts and provide a framework for hands-on learning.

Demonstration: Instructor and students model catalog, database, and Internet searches to demonstrate successful techniques and practices.

Discussion: Students discuss their research topics and share successful and unsuccessful searches.

In-Class Assignments: Allow students to practice using concepts they have just learned through lecture.

Required Reading: Reinforces topics discussed in the course.

Out of Class Assignments: Allow students to practice searches and demonstrate understanding of material covered in class.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Quizzes to test understanding of fundamental concepts

A midterm and final project to test concepts covered.

In class discussion.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Quaratiello, Arlene. 2007. *The College Student's Research Companion*. New York: Neal-Schuman.

Rozakis, Laurie. 1999. *Schaum's Quick Guide to Writing Great Research Papers* [e-book]. New York: McGraw-Hill Professional

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