

College of San Mateo
Official Course Outline

1. **COURSE ID:** LIBR 100 **TITLE:** Introduction to Library Research
Units: 1.0 units **Hours/Semester:** 16.0-18.0 Lecture hours; and 32.0-36.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - COMPETENCY REQUIREMENTS: C3 Information Competency
 CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 An introduction to library resources and research. Provides a practical, critical, hands-on introduction to library research and beyond. Topics covered include formulating and refining a research question, library organization, using academic research materials, searching the catalog and databases, avoiding plagiarism, and citing sources.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Determine the extent of information needed.
 2. Access the needed information effectively and efficiently.
 3. Evaluate information and its sources critically.
 4. Incorporate selected information into one's knowledge base.
 5. Use information effectively to accomplish a specific purpose.
 6. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Summarize an information need, and develop and revise a research question or thesis statement with a manageable focus.
 2. Compare and contrast the differences and values of potential information resources.
 3. Construct and implement effective and efficient search strategies for searching information resources.
 4. Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.
 5. Evaluate information resources using a consistent set of standardized criteria to find credible information.
 6. Interpret and construct a bibliographic citation using the rules of an appropriate citation style.
 7. Describe multiple strategies that aid in avoiding plagiarism or copyright infringement.
 8. Reflect on their information seeking behavior.

6. **COURSE CONTENT:**
Lecture Content:
 1. Understanding Your Information Need
 - A. How to formulate a workable research topic that isn't too broad or narrow in scope.
 - B. The purpose of bibliographic research.
 - C. The steps of the research process.
 - D. The role of critical thinking in the research process.
 - E. Understanding knowledge habits
 - F. How knowledge gets to you
 - a. Algorithms
 - b. Information filtering
 - c. Information access and paywalls
 2. Knowing What Is Available
 - A. How libraries are organized
 - B. Searching the library catalog

- C. Types of information sources and formats
- D. Comparing and contrasting different systems of knowledge organization
- 3. Developing Research Strategies & Finding What You Need
 - A. How to choose appropriate databases
 - B. Searching research databases
 - C. Using the Internet for research
 - D. Advanced searching techniques
- 4. Assessing Your Research Process & Findings
 - A. Evaluating information critically
- 5. Organizing Information Effectively & Its Ethical Use
 - A. Citation
 - B. Academic honesty and plagiarism
 - C. Copyright and creative commons
- 6. Sharing What You've Learned
 - A. Presenting your research findings.
 - B. Self-reflective practice

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Other (Specify): 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. Activity: Allow students to practice using concepts they have learned through lecture. Students participate in active learning activities (think-pair-share, gallery walks, collaborative concept mapping) Out of Class Assignments: Allow students to practice searches and demonstrate understanding of material covered in class. Student reflections on their own information seeking behavior.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Annotated bibliography final project: Students write evaluative annotations for information sources that support a focused research area. Evaluations are based on specific criteria created by class or provided by the instructor.

Technical writing: Students describe the steps needed to complete a technical task such as filtering searches in research databases to achieve focused and relevant search results.

Reading Assignments:

Reading assignments from textbook, instructor created handouts/webpages may cover technical (how to) information for using standard search tools like library catalogs, search engines or research databases. Students may also read conceptual information like Boolean searching that is applied to hands-on searching.

Scholarly articles are used to promote critical thinking about complex topics like academic integrity, plagiarism, and ethics.

Popular articles are read to inform students about current issues concerning privacy issues or new technologies.

Other Outside Assignments:

CSM Library or librarian created videos may be assigned. The videos provide instruction for multiple modes of learning (visual and aural learning).

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Projects

G. Research Projects

H. Assignments can include written responses to assigned reading; locating specific resources to support a research topic; choosing information sources and analyzing sources using specific evaluation criteria; developing evaluation criteria; evaluating and documenting the differences between information sources. Quizzes to test understanding of fundamental concepts. In class discussions and activities.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Badke, W. *Research strategies finding your way through the information fog*, 6th ed. IUUniverse, 2017
- B. Alewine, M. C., & Canada, M. *Introduction to information literacy for students*, ed. Wiley Blackwell, 2017
- C. Bernnard, D., Bobish, G., Hecker, J., Holden, I., Hosier, A., Jacobson, T. Loney, T., & Bullis, D. *The information literacy user's guide: An open, online textbook*, ed. Open SUNY Textbooks, 2014
- D. Hoffman, G. L. *What's the difference between soul food and southern cooking? The classification of cookbooks in American libraries*, ed. In J. J. Wallach (Ed.), *Dethroning the deceitful pork chop: Rethinking African American foodways from slavery to Obama* (pp. 61-75). The University of Arkansas P, 2015
- E. McAdoo, M. L. *The student's survival guide to research*, ed. ALA Editions, 2015
- F. Noble, S. U. *Algorithms of oppression: How search engines reinforce racism*, ed. New York University Press, 2018
- G. Pariser, E. *The filter bubble: How the new personalized web is changing what we read and how we think*, ed. Penguin, 2012

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Course Originator: Matthew Montgomery