

College of San Mateo Course Outline

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

Date: 9/18/07

Department: Library Number: 105
Course Title: Advanced Online Research Units: 3
Hours/Week: Lecture: 3 Lab: By Arrangement:

Length of Course

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

Grading

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

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.)

Recommended: LIBR 100 or 107

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

Development of advanced online research skills with an emphasis on effective techniques for accessing and searching online databases and other research tools to identify and evaluate quality information. (AA, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Development of advanced online research skills with an emphasis on effective techniques for accessing and searching online databases and other research tools to identify and evaluate quality information. (AA, CSU)

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:

- Develop a workable research topic of appropriate scope.
- Identify and effectively search subject-specific information sources (e.g. subscription databases or Web sites) appropriate to a given research topic or information need.
- Refine keyword searches by using controlled subject headings.
- Demonstrate the use of advanced Boolean operators to narrow or expand a search.

- Demonstrate expert searching techniques used to refine Internet searches.
- Apply critical thinking skills to evaluate sources for relevance, quality, and credibility.
- Cite any source using MLA or APA style.
- Describe the purpose of copyright laws and the elements of copyright protection.

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. If this is the case, please simply indicate this in this section).*

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, you may attach a sample course syllabus with a timeline.)

Topic 1: Formulate a workable research topic of appropriate scope, moving from general topic or area of interest to specific research question.

Topic 2: Review of the research process: exploring topics, finding reference sources, books, and articles.

Topic 3: Identify and effectively search subject-specific information sources (e.g. subscription databases or Web sites) appropriate to a given research topic or information need. Short review of subject-specific print materials. Introduce idea of subject-specific electronic tools: e.g. LexisNexis, Medline, Proquest Biology Journals.

Topic 4: Refine keyword searches by using controlled subject headings. Review of LC subject headings in catalogs.

Topic 5: Demonstrate the use of advanced Boolean operators to narrow or expand a search. Introduce use of AND, OR, NOT and importance and use of proximity searching.

Topic 6: Demonstrate expert searching techniques used to refine Internet searches. Advanced search options for general search engines. Specialized search engines (non- library): including Firstgov, PubMed, ERIC.

Topic 7: Apply critical thinking skills to evaluate sources for relevance, quality, and credibility. Discuss criteria for evaluation. Discuss appropriate information resources to fit the research need.

Topic 8: Cite any source using MLA or APA style. Review how to dissect a citation. Purpose of proper citation.

Topic 9: Describe the purpose of copyright laws and the elements of copyright protection.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

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

Demonstration: Instructor and students modeling searching strategies in databases, library catalog and other online resources

In-Class Assignments: to reinforce topics covered by lectures

Out of Class Assignments: to reinforce cumulative material covered across multiple class sessions

Required Reading: Introduce new material

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.)

Weekly quizzes to test understanding of basic concepts

Midterm

Final exam

Final bibliography or paper to demonstrate ability to find, evaluate, use and organize research.

In-class attendance and participation

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

Quartiello, Arlene. 2007. *The College Student's Research Companion*. New York

Rozkis, Laurie. 1999. *Schaum's Quick Guide to Writing Great Research Papers*.

Current articles, podcasts, videos, etc. on issues relating to searching and copyright.

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Submission Date:
