

College of San Mateo Course Outline

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

Date: 10/20/2010

Department: Library Studies Number: 105
Course Title: Advanced Online Research Units: 3
Total Semester Hours Lecture: 48 Lab: Homework: 96 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ____)
 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.):
3 hours X 16 weeks/16 = 3 FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)
2. Corequisite (Attach Enrollment Limitation Validation Form.)
3. Recommended Preparation (Attach Enrollment Validation Form.)
LIBR 100 or equivalent.
Completion of ENGL 838/848 or ESL 400 or the equivalent based on placement test scores
4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

(Pass/No Pass or letter grade option) Minimum of 48 lecture hours per term. Recommended Preparation: LIBR 100 or equivalent; ENGL 838/848 or ESL 400 or the equivalent based on placement test scores. 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. Recommended preparation: Completion of ENGL 838/848 or ESL 400 or the equivalent based on placement test scores (AA: C3/E5d, CSU)
5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

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. Recommended preparation: LIBR 100 or equivalent; completion of ENGL ENGL838/848 or ESL 400 or the equivalent based on placement test scores. Pass/No Pass or letter grade option. (AA: C3/E5d, 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:

Identify the value and differences of resources in a variety of formats including, but not limited to print, electronic, audio-visual, and online materials.

Implement successful search strategies that utilize controlled vocabulary and search parameters specific to the discipline or information retrieval source.

Develop a system for organizing information using various technologies.

Demonstrate acceptable use of copyrighted materials based on intellectual property, copyright and fair use laws.

Analyze information sources and tools used during research process in order to determine validity and accuracy of research data.

Manipulate digital data and images in order to place them in new organizational context that demonstrates understanding of the topic.

Record research strategies in journals or logs and uses the medium to reflect upon best the approach to solve information problem.

Summarize course concepts through open and respectful discussions in face to face or online forums and chat rooms, in order to learn from each other's insights and experiences.

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 SLOs

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.)

Topic 1- Research organization tools: Construct a system for organizing information using various technologies that optimize the (re)search process.

Topic 2- Review of the research process: Explore topics, find reference sources, books, and articles.

Topic 3- Subject specific information sources: 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, Business and Company Resource Center, and ArtStor. Learn advanced search techniques.

Topic 4 - Keywords vs. controlled vocabulary: Refine keyword searches by using controlled subject headings. Review of LC subject headings in catalogs. Includes controlled vocabularies/descriptors in databases.

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

Topic 6- Index vs. search engines: 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; Google Scholar;

Topic 7- Statistics: Explore and analyze statistics resources.

Topic 8- Evaluation: 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 9- Ethical use of information: Describe the purpose of copyright laws and the elements of copyright protection. Apply ethical use of information standards, guidelines and laws; purpose and practice of proper citation.

Topic 10- Deep Web: Explore the deep web and open access concepts and be introduced to the concept of creative commons.

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, reinforce or enhance written material and provide a framework for hands-on learning.

Demonstration: Instructor and students model searching strategies in databases, search engines, library catalogs and other online resources.

In-Class Assignments: to reinforce topics covered by lectures. Types of assignments might include discovery or exploration exercises.

Out of Class Assignments: Reinforce cumulative material covered across multiple class sessions. Types of assignments can include discovery and reflection exercises, essays, or problem solving exercises.

Required Reading or viewing: 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.)

Quizzes to allow students to demonstrate mastery of concepts and search techniques.

In-class discussions or discussion forum to assess student thinking within a respectful and interactive environment.

Assignments to apply advanced research skills.

Midterm project (i.e. annotated bibliography, essay, etc.) to demonstrate student's grasp of citation and critical thinking skills.

Final Integrated Project (i.e. portfolio, website, presentation, etc.) to demonstrate advanced search and organization skills amassed during course.

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

Quaratiello, Arlene R. (2010). College Student's Research Companion: Finding, Evaluating, and Citing the Resources You Need to Succeed. New York: Neal-Schuman.

Hacker, Diana. Research and Documentation in the Electronic Age. 5th edition (ISBN: 0312566727)

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