

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, 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.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Summarize the information need and create a thesis statement and revise the 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 the library catalog and a research library database.
 4. Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.
 5. Evaluate a web page using a consistent set of standardized criteria to find credible information.
 6. Interpret / Construct a bibliographic citation using the rules of an appropriate citation style.
 7. Describe multiple strategies that aid in avoiding plagiarism or copyright infringement.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Summarize the information need and create a thesis statement and revise the 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 the library catalog and a research library database.
 4. Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.
 5. Evaluate a web page using a consistent set of standardized criteria to find credible information.
 6. Interpret / Construct a bibliographic citation using the rules of an appropriate citation style.
 7. Describe multiple strategies that aid in avoiding plagiarism or copyright infringement.
6. **COURSE CONTENT:**
Lecture Content:
 1. Choosing a Research Topic
 - A. 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
 - A. Dewey Decimal System. Library of Congress Classification System. Subject Headings.
 3. Using the Library Catalog
 - A. How to execute Title, Author, and Keyword Searches.
 4. Advanced Library Catalog
 - A. 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
 - A. What is a periodical? How do you read a bibliographic citation?
7. Locating Articles
 - A. 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
 - A. What is the Web? What are its strengths and limitations?
9. Evaluating Information on the Web
 - A. Understanding a URL. Establishing authority and identity of authors. Identifying bias.
10. Plagiarism
 - A. What constitutes plagiarism? How can you avoid it?

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. 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. In-Class Assignments: Allow students to practice using concepts they have just learned through lecture. Out of Class Assignments: Allow students to practice searches and demonstrate understanding of material covered in class.

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 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.

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

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

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

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Work
- B. Exams/Tests
- C. Homework
- D. Projects
- E. Research Projects
- F. Assignments can include written responses to assigned reading; locating specific resources to support research topic; choosing information sources and analyze the source using specific evaluation criteria; developing evaluation criteria; evaluating and documenting the differences between information sources. Quizzes to test understanding of fundamental concepts. A midterm and final project to test concepts covered. In class discussion.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. McAdoo, Monty L. *The Student's Survival Guide to Research*, ed. ALA Neal-Schuman, 2015
- B. Badke, William B. *Research Strategies: Finding Your Way through the Information Fog*, 5th ed. Bloomington, IL: IUUniverse, 2014

Origination Date: October 2014

Curriculum Committee Approval Date: May 2015

Effective Term: Fall 2015

Course Originator: Teresa Morris