

Cerro Coso College  
**Course Outline of Record Report**  
 10/14/2021

## LIBRC100 : Introduction to Library Research and Bibliography

### General Information

Author:	<ul style="list-style-type: none"> <li>Julie Cornett</li> <li>Paxton, Sharlene</li> <li>King, Sarah</li> </ul>
Course Code (CB01) :	LIBRC100
Course Title (CB02) :	Introduction to Library Research and Bibliography
Department:	Library
Proposal Start:	Fall 2018
TOP Code (CB03) :	(1501.00) English
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000569036
Curriculum Committee Approval Date:	10/02/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	12/17/2015
Course Description:	This course presents the fundamentals of the research process and documentation styles. The student is introduced to the organization of information in the library setting and learns to access information through the use of online catalogs and databases. The use of the Internet is covered with particular emphasis on evaluation of information. The course covers the use of printed and electronic reference materials and discusses legal and ethical issues of intellectual property including copyright, fair use, and plagiarism.
Submission Type:	Change to Content Updating Text, condensing SLOs, removing ENG 40 pre-req
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Library Science</li> </ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Library Science</li> </ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> <li>Letter Grade Methods</li> </ul>

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<ul style="list-style-type: none"> <li>• Pass/No Pass</li> </ul> <b>Course Prior To College Level (CB21)</b> Not applicable.
<b>Rationale For Credit By Exam/Challenge</b> No value	<b>Retake Policy Description</b> Type: Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course
<b>Course Support Course Status (CB26)</b> No value		

**Associated Programs**

Course is part of a program (CB24)

<b>Associated Program</b> No value	<b>Award Type</b> No value	<b>Active</b>
---------------------------------------	-------------------------------	---------------

**Transferability & Gen. Ed. Options**

**Course General Education Status (CB25)**  
No value

<b>Transferability</b> Transferable to both UC and CSU	<b>Transferability Status</b> Approved
---	---

---

<b>Cerro Coso General Education Requirements</b>	<b>Categories</b>	<b>Status</b>	<b>Approval Date</b>	<b>Comparable Course</b>
Area 5	Information Competency	Approved	No value	No Comparable Course defined.

**Units and Hours**

**Summary**

<b>Minimum Credit Units (CB07)</b>	1
<b>Maximum Credit Units (CB06)</b>	1
<b>Total Course In-Class (Contact) Hours</b>	36
<b>Total Course Out-of-Class Hours</b>	18
<b>Total Student Learning Hours</b>	54
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0.5	1
Laboratory Hours	1.5	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	9
Laboratory	27
Activity	0
<b>Total</b>	36
<b>Course Out-of-Class Hours</b>	
Lecture	18
Laboratory	0
Activity	0
<b>Total</b>	18

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### CSCIC070 - Computer Literacy

In LIBR C100, students are expected to possess fundamental computer literacy skills sufficient to access the Internet, library databases, and the course learning management system (LMS) for downloading and uploading course documents and assignments. CSCI C070 skills prepare students to succeed in LIBR C100 by ensuring they have computer competency skills necessary to perform these tasks effectively.

### AND

### Advisory

#### ENGLC070 - Introductory Composition

In LIBR C100, students locate, evaluate, and cite a variety of college-level information sources for a defined research topic. In ENG C070, students develop skills to write an effective college-level research paper using college-level sources. Taking both courses together strengthens students' skills in research and writing.

## Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
------------------------	------------------------------------

<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Library
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Group Work
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Demonstration
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Audiovisual
<b>Rationale</b>	No value
<b>Assignments</b>	
<p>A. Homework assignments. Example: The student is expected to practice search skills using library catalogs and databases as well as the open web on a topic of their choice. B. Readings from the assigned textbook. Example: The student is expected to read the textbook chapter to supplement each week's lecture. C. Written evaluative summaries of information sources. Example: The student is expected to critically evaluate a website. D. Preparation of bibliographic entries. Example: The student is expected to prepare citations of information sources.</p>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Tests	Quizzes and Exams evaluate the students' ability to apply concepts and material taught in class. Example: One question on the midterm exam requires students to list and explain the steps in the research process.
Homework	

Regular Lab assignments/research projects reinforce advanced concepts and material taught in lecture.  
 Example: The student is expected to retrieve information in a variety of formats using a variety of search strategies and methodologies.  
 Example: The student is expected to demonstrate mastery of citation, advanced searching, and evaluation skills through screenshots and detailed explanation.

**Equipment**

No Value

**Textbooks**

Author	Title	Publisher	Date	ISBN
Edited by Cheryl Meredith Lowry	Choosing & Using Sources: A Guide to Academic Research	Ohio State University	2015	

**Other Instructional Materials**

No Value

**Materials Fee**

No

**Learning Outcomes and Objectives**

**Course Objectives**

No value

**CSLOs**

- Explain steps in the research process, reflecting on the importance of persistence, adaptability, and ambiguity in the iterative process. Expected SLO Performance: 70.0
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases. Expected SLO Performance: 70.0
- Critically evaluate information by applying standard criteria. Expected SLO Performance: 70.0
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism. Expected SLO Performance: 70.0

**Outline**

Course Outline

Lecture:

#### **A. Research Process**

1. Identifying and Developing a Topic
2. Identifying the Level of Specificity
3. Identifying the Type of Information Required
4. Understanding the Iterative Nature of Research: Revision, Persistence, Adaptability, Ambiguity

#### **B. Documentation & Bibliographic Style**

1. Formatting a Research Paper
2. Bibliographic Style for Books, Periodicals, and Electronic Resources
3. In-Text Citations
4. Organizing the List of Works Cited
5. Avoiding Plagiarism

#### **C. Strategic Searching**

1. Finding Background Information in Encyclopedias and Reference Source
2. Using Library Catalogs to Find Books (keyword, natural language, Boolean)
3. Using Indexes/Databases to Find Articles in Periodicals
4. Advanced Search Strategies
5. Using the Internet to Find Web and Media Resources (proximity operators)
6. Differentiating between Search Tools

#### **D. Evaluation of Information**

1. Evaluation Criteria
2. Applying Criteria to Different Information Sources

#### **Lab Outline**

No value

### **Delivery Methods and Distance Education**

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
 Online  
 Hybrid  
 Interactive Television

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

The online course has been developed to mirror the face to face course in terms of rigor, format, outline, assignments, assessments, and engagement.

All assignments and exams are identical to those in an onsite class, except that they are submitted by attachment. Weekly class discussions are conducted by means of online discussion forums, including both asynchronous and synchronous. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all assignments and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Learning Management System--discussion forums, Canvas Messaging, Synchronous Chat  
email  
face2face  
newsgroup/discussion board  
itv

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computers with Internet access; iTV rooms, equipment, and support.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv  
learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value