

Cerro Coso College
Course Outline of Record Report
 08/06/2019

LIBRC111 : Advanced Library Research and Information Studies

General Information

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Course Code:	LIBRC111
Course Title:	Advanced Library Research and Information Studies
Department:	Library
Proposal Start:	Fall 2019
System Taxonomy:	(1501.00) English
SAM Priority Code:	Non-Occupational
Distance Education Approved:	No
Course Control Number:	-
Curriculum Committee Approval Date:	04/27/2018
Board of Trustees Approval Date:	06/14/2018
External Review Approval Date:	06/14/2018
Course Level:	-
Course Description:	This course covers academic research and documentation, critical inquiry, and the impacts of living in an information society. The student is introduced to theoretical frameworks surrounding information organization, dissemination, access, evaluation, and creation while learning to navigate academic library collections. The use of the Internet is covered with particular emphasis on evaluation of information and the importance of media literacy. The course explores the social, psychological, and physiological aspects of living in an information-saturated society, as well as the legal and ethical issues of intellectual property.
Submission Rationale:	This advanced LIBR course will satisfy CSU Area E and gives students two options of satisfying our local IC requirement (a CTE path and a transfer path). Whereas the LIBR C100 class covers the basics of college research, this course delves into advanced research as well as the impact living in an information saturated society.

Faculty Requirements

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

Discipline:

Course Development Options

Course Basic Skill Status

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Special Class Status

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Pass/No Pass
- Letter Grade methods

Course Prior to College Level

No value

Allow Students To Audit Course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Transferability & Gen. Ed. Options

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU General Education Certification

Area E.1

Categories

Lifelong Learning & Self-Development Integrated Organism

Transferability Status

Approved on Apr 10, 2019 12:00:00 AM

Comparable Course

No Comparable Course defined.

Cerro Coso General Education Requirements

Area 5

Categories

Information Competency

Transferability Status

Approved on Apr 27, 2018 12:00:00 AM

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units	3	Total Course In-Class (Contact) Hours	54	Total Student Learning Hours	162
Maximum Credit Units	3	Total Course Out-of-Class Hours	108	Faculty Load	-

Credit / Non-Credit Options

Course Credit Status

Credit - Degree Applicable

Course Non-Credit Category

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code

Credit Course.

Funding Agency Category

Not Applicable.

- Cooperative Work Experience
- Education Status

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Lab Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Activity Hours	-	-	Lecture	54
			Lab	-
			Activity	-
			Total	54
Course Out-Of-Class Hours				
			Lecture	108
			Lab	-
			Activity	-
			Total	108

Time Commitment Notes for Students
 No value

Faculty Load
 Extra Duty: - Faculty Load: -

Units and Hours - Weekly Specialty Hours

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

Requisites

Advisory
 ENGLC070 - Introductory Composition
 In LIBR C111, students locate, evaluate, and cite a variety of college-level information sources for a defined research topic as well as write clear reflections on course concepts. In ENG C070, students develop skills to write an effective college-level papers using college-level sources.

AND

Advisory
 CSCIC070 - Computer Literacy
 In LIBR C111, 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 C111 by ensuring they have computer competency skills necessary to perform these tasks effectively.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction	Methods of Instruction Rationale
Discussion	No value
Instruction through examination or quizzing	No value
Library	No value
Written work	No value
Presentations (by students)	No value

Assignments

A. Homework assignments. Example: The student is expected to practice search skills using library catalogs, databases, and the open web to research a topic and evaluate sources. B. Readings from the assigned resources. Example: The student is expected to read the assigned resources to supplement each week's lecture. C. Reflections on the social, psychological and physiological effects of living in an information-saturated society. D. Written evaluative summaries of information sources. Example: The student is expected to critically evaluate a website, discussing aspects of authority and diversity of voices in the information landscape. D. Preparation of bibliographic entries. Example: The student is expected to prepare citations of information sources.

Methods of Evaluation	Methods of Evaluation Rationale
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Homework	Regular assignments and research projects reinforce 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 reflect on the social, psychological, and physiological impacts of living in an information-saturated society
Final Exam	Final Exam to test skills and knowledge learned in class: Example Questions--employing proper citation, differentiating among various information sources and formats, executing correct search strategies, listing various impacts of information overload on various stages of the lifespan
Research Paper	Research Paper or Annotated Bibliography to demonstrate mastery of citation, searching, and evaluation skills.
Tests	Quizzes to test skills and knowledge learned in class:
Participation	Group discussions to enhance participation and connection with the course content and with peers.

Equipment

Computer classroom, Internet, instructor presentation capability

Textbooks

Author	Title	Publisher	Date	ISBN
Bill Badke	Research Strategies 6th Edition	iUniverse; 6th edition	2017	978-1532018039
Daniel J. Levitin	A Field Guide to Lies and Statistics: A Neuroscientist on How to Make Sense of a Complex World	Viking	2016	978-0241240007

Other Instructional Materials

Description	Author	Citation
No Value	No Value	No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Discuss research as inquiry, reflecting on the importance of persistence, adaptability, and ambiguity in the research process.

Expected SLO Performance: -

Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research and employ correct documentation style in parenthetical and bibliographic citations and in formatting written work.

Expected SLO Performance: -

Critically evaluate information by applying standard criteria while acknowledging biases that privilege some sources of authority over others in terms of worldview, gender, and cultural orientation.

Expected SLO Performance: -

Examine the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism from the standpoint of both information consumer and creator.

Expected SLO Performance: -

Reflect on the social, psychological, and physiological impacts of living in an information-saturated society across various life stages.

Expected SLO Performance: -

Outline

Outline

1. Scholarship as conversation
 1. Research as opportunity
 1. Academic research versus personal information needs
 2. Social, political, civic engagement
 3. Self-improvement
 1. Psychological
 2. Physiological
 4. Critical media literacy
 1. Impact of media on culture and society
 2. Bias, spin, misinformation
 3. Privacy issues
 2. Research as inquiry
 1. Research Process
 1. Iterative
 2. Persistence
 3. Ambiguity
 2. Developing meaningful topics
 1. Information need
 2. Scope of inquiry
 3. Extension of larger conversation
2. Information creation as a process
 1. Information formats and mediums
 1. Scholarly versus popular
 2. Primary, secondary, tertiary
 3. News versus entertainment

4. Studies, experiments, surveys, other
2. Information dissemination across the disciplines
 1. Humanities
 2. Social Sciences
 3. Science, Technology, Engineering, Math
 4. Health Sciences
 5. Business, Law, Criminal Justice
 6. Other
3. Effects of living in an information-saturated society
 1. Psychological
 2. Physiological
 3. Social
3. Searching as strategic exploration
 1. Natural language and controlled vocabularies
 2. Background info (Reference sources)
 3. Library catalogs (Books)
 1. Keywords
 2. Boolean searching
 4. Subscription databases and advanced search strategies
 5. World Wide Web and media resources (proximity operators)
4. Evaluation of information
 1. Evaluation criteria
 2. Applying criteria to a variety of different sources
 3. Authority is constructed and contextual
 1. Subject expertise
 2. Societal position
 3. Special experience/point of view
 4. Diverse ideas and worldviews
 1. Race
 2. Class
 3. Gender
5. Information has value
 1. Documentation and bibliographic style (MLA & APA)
 1. Formatting a research paper
 2. In-text citations
 3. Organizing the bibliography: books, periodicals, electronic sources
 2. Legal and ethical issues of intellectual property and information dissemination
 1. Plagiarism
 2. Fair use
 3. Copyright
 4. Creative commons
 5. Consumer versus creator of information
 6. Information as a commodity
 1. Information privilege
 1. Education
 2. Means to influence
 3. Legal
 4. Socioeconomic
 5. Privacy
 2. Information as a power structure
 1. Systematic discrimination
 1. Lack of access to information
 2. Lack of representation in information landscape

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

Online with some required face-to-face meetings ("Hybrid");Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;

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?

All assignments in distance education courses (online, hybrid and iTV) are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. The online course has been developed to mirror the face to face course in terms of rigor, format, outline, assignments, assessments, and engagement. Class discussions are conducted by means of online discussion forums. Quizzes and exams are completed in the course learning management system. Some instructors use rubrics, stated in the syllabus, to evaluate online 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)

LMS (discussion forums, messaging, email)
iTV, face to face

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?

software Computer with internet connection, CD, DVD, audio playback, and printer.

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
LMS

publisher

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