COURSE INFORMATION FORM

DISCIPLINE    LIBR
COURSE TITLE  College Research and Information Literacy

CR.HR  3  LECT HR.  3  LAB HR.  ______  CLIN/INTERN HR.  ______  CLOCK HR.  ______

CATALOG DESCRIPTION
This course is designed to develop college level information literacy skills focusing on library and internet resources. Students will build critical thinking skills while learning to determine information needs and to effectively and efficiently locate, evaluate and manage information through lecture and participatory activities. Emphasis will be placed on concepts which relate to the organization of information in any media.

PREREQUISITES

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

1. Determine the extent of the information necessary to complete their task
2. Access needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system
4. Use information to achieve research goal
5. Demonstrate an understanding of many of the economic, legal and social issues surrounding the use of information and how to use information ethically and legally
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

**Critical Thinking**

A. Sort and classify information
   4. Distinguish the relevant from the irrelevant and integrate key relationships (ESO 3)

B. Define, analyze and evaluate information, materials and data
   1. Objectively consider new information from diverse sources and perspectives (ESO 1,3)
   2. Construct valid inferences from facts, credible sources, experiences, anecdotes, and values and belief Systems (ESO 3,4)

**Lifelong Learning**

A. Open-minded inquiry
   2. Locate Resources (ESO 2)
   3. Utilize modern information sources (ESO 1,2)

C. Attributes of an awareness of the convergence of knowledge
   1. Seek multiple perspectives (ESO 1,2,3)
   2. Apply learned skills to real world interactions (ESO 4,5)

**Awareness of Social, Political and Behavioral Environments**

I. Research and evaluate information from a variety of sources (ESO 2,3,4,5)

J. Evaluate information for its currency, usefulness and accuracy (ESO 3,5)
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written Assignments (1,3,4,5)
- Homework exercises (1,2,3,4)
- Quizzes (1,2,5)
- Final Exam (1,2,3,4,5)
- Semester Project (1,2,3,4,5)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Organization of information
   A. Terminology
   B. Information overload
      1. Information management
   C. Indexing
   D. Types of information
      1. Scholarly/popular
      2. Primary/secondary
      3. Fact/opinion
   E. Libraries and their services
   F. Publishing and the publishing cycle

II. Research strategy
   A. Finding an appropriate, searchable topic
   B. Formulating a basic search
   C. Selecting search terms
   D. Constructing research questions
   E. Combining search terms
   F. Subject/keyword searching
   G. Determining appropriate research sources
   H. Refining search results

III. Methods of accessing information
   A. Catalogs
   B. Databases
   C. Internet
   D. Experts

IV. Information formats (print and electronic)
   A. Reference materials
   B. Books
   C. Articles
   D. Websites

V. Search techniques
   A. Boolean
   B. Natural language
   C. Special search tools (+, -, “ “)
   D. Limiters
   E. Specialized search engines (visual, conceptual, etc.)

VI. Evaluation
   A. Sources
   B. Information

VII. Integration of information
   A. Use of information for a specific purpose
   B. Organization of information for research paper

VIII. Legal and ethical issues
   A. Copyright
   B. Plagiarism
   C. Citing sources – MLA, APA, Chicago Style

Revised 3/14/11