



LIBR10 Course Outline

LIBR10 Information Research

1 unit
.5 hours Lecture
1.5 hours Laboratory

Information Research is a self-paced, workbook-based course designed to teach and strengthen the life-long research and information literacy skills of college students. Adapted to make maximum use of online catalogs, fulltext periodical databases and Internet resources as well as a variety of in-library materials, this course teaches students how to access, evaluate and utilize information resources. Students can then apply these principles to fulfill their research goals in many different settings. Students have an opportunity to work with librarians to define their academic research and career needs. May be offered in a distance learning format.

Requisites Prerequisites:

Co-requisites:

Recommended Preparation: Eligibility for ENGL 100.

Core Cabrillo Competencies

Learning Outcomes

- Objectives**
1. Understand the origin of information, its context, the various means by which it is organized, stored and transmitted, in print, nonprint and electronic formats.
 2. Understand the differences between types of information, e.g., popular, scholarly, current, retrospective, statistical, critical, primary and secondary.
 3. Develop appropriate search strategies, evaluating the information accessed in relation to its content, source, quality and relevance.
 4. Recognize the levels and appropriate uses of diverse types and formats of information.
 5. Synthesize information from a variety of sources to satisfy research and applied needs and be able to transfer research process to future information needs.
 6. Understand the basic structure of electronic databases and the strategies used to access them.
 7. Apply principles of scholarly and ethical research, such as proper citation formats and respect for intellectual property.
 8. Demonstrate effective use of the library in conjunction with academic assignments as well as applied learning needs.

- Content**
1. Orientation to the origins of information, e.g., scholarly, popular, primary and secondary sources.
 2. Understand the role of technology as it applies to how information is stored, accessed, and delivered.
 3. Learn how to construct a research statement in the form of keywords and subjects.
 4. Locate and use a variety of reference tools, e.g., atlases, statistical sources, almanacs,

literary sources, biographies, specialized encyclopedias.

5. Apply advanced searching techniques while searching for books, periodicals, and Internet resources on a topic.
6. Evaluate information as to its accuracy, currency, authority, objectivity and coverage.
7. Maintain a working bibliography in which sources are properly cited using standard citation formats.

Assignments

1. Students will identify and define the major themes for a research topic by translating their information needs to subject headings or keywords and selecting and applying broader or narrower terms to refine the topic.
2. Most students will be writing research papers and preparing bibliographies based on the information they have identified and documented while doing their research.
3. Students will select and analyze information in several formats, e.g., print, online (Internet), CD-ROM, microforms, multimedia, oral (nonprint), within and outside of various libraries.
4. Students will appraise sources of information by their content, format and presentation to assess author's bias, reliability and accuracy.
5. Students will formulate and execute a research strategy. They will select appropriate tools to use to identify and document sources in diverse formats. They will delineate between scholarly and popular as well as primary and secondary materials and determine the appropriate inclusion of each. Hours: in class 2.2, outside .8

Evaluation Substantial writing requirements are appropriate for this course.

Between 100 and 100% of a student's grade may be based on demonstrations of writing skills, including:

written homework

HANDBOOK, FINAL EXAM

Grading Letter Grade or CR/NC

Representative Texts Gibaldi, Joseph, and Phyllis Franklin. "MLA Handbook For Writers of Research Papers." 5th ed. New York: The Modern Language Association of America, 1999.

Lunsford, Andrea, and Robert Connors. "The New St. Martin's Handbook." New York: St. Martin's Press, 1998.

Mann, Thomas. "Oxford Guide to Library Research." Oxford University Press, 1998.

Quaratiello, Arlene. "The College Student's Research Companion." Neal-Schumann, 1997.

Shuirman, Jacqueline. "Information Research-Library 10." Aptos, CA: Cabrillo College Library, 1999.

Students will also be consulting several additional reference sources recommended for College Libraries.

History Approved 02/18/1993 by Claire Biancalana, VP Instruction
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