COLLEGE OF ALAMEDA COURSE OUTLINE

COLLEGE:	**STATE APPROVAL DATE:**	03/31/2018
ORIGINATOR: Jane McKenna	**STATE CONTROL NUMBER:**	CCC000591843
	BOARD OF TRUSTEES APPROVAL DATE:	03/27/2018
	CURRICULUM COMMITTEE APPROVAL DATE:	02/20/2018
	CURRENT EFFECTIVE DATE:	08/01/2018

DIVISION/DEPARTMENT:

1. **REQUESTED CREDIT CLASSIFICATION:**

    Credit - Degree Applicable
    Course is not a basic skills course.
    Program Applicable

2. **DEPT/COURSE NO:**   3. **COURSE TITLE:**

    LIS 74   Information Seeking Behavior

4. **COURSE:** COA New Course   **TOP NO.** 1699.00

5. **UNITS:** 3.000   **HRS/WK LEC:** 3.00 Total: 52.50
                             HRS/WK LAB:
                             HRS/WK TBA:

6. **NO. OF TIMES OFFERED AS SELETED TOPIC:**   **AVERAGE ENROLLMENT:**

7. **JUSTIFICATION FOR COURSE:**

    Incorporates changes in the ACRL standards for the information literacy framework.

8. **COURSE/CATALOG DESCRIPTION**

    Introduction to Information-seeking theories, methods and user behaviors: Psychological, emotional, and physiological aspects of information seeking; Social issues such as information overload, information access, censorship, intellectual property, privacy, and social networks.

9. **OTHER CATALOG INFORMATION**

    a. Modular: No   If yes, how many modules:
    b. Open entry/open exit: No
    c. Grading Policy: Both Letter Grade or Pass/No Pass
    d. Eligible for credit by Exam: No
    e. Repeatable according to state guidelines: No
     f. Required for degree/certificate (specify):
          Transfer Studies: Csu Ge Breadth
    g. Meets GE/Transfer requirements (specify):
          We will be applying to the State for this class to meet Area E.
    h. C-ID Number: Expiration Date:

     i. Are there prerequisites/corequisites/recommended preparation for this course? Yes
     j. Acceptable for Credit: CSU/UC

10. **LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace

needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Recognize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive and social dimensions of the researcher.
2. Consider research as an investigative process with potentially unexpected outcomes.
3. Appraise how the timeline of information affects coverage and purpose.
4. Utilize three or more search techniques to construct and modify searches.
5. Question how authority is constructed in various forms, based upon the content.
6. Analyze the impact of information as it relates to systemic inequalities.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

A. Information and society - 30%

1. Formats and organization of information over time
2. The social impact of information
3. Legal and ethical aspects of information use

B. Information seeking behavior - 25%

1. Psychology of searching
2. Information needs, motivation and use
3. Models of information seeking

C. Information literacy - 35%

1. A line of critical inquiry
2. Strategic construction of searches
3. Sources that are suitable for a scholarly or professional conversation

D. Information overload - 10%

1. Research as a process of continual discovery
2. Strategies to reduce stress in the information age

11B. LAB CONTENT:
N/A

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Distance Education
2. Activity
3. Lecture
4. Discussion
5. Projects
6. Multimedia Content
7. Threaded Discussions
8. Critique
9. Observation and Demonstration

Other Methods:
1. Observations and demonstration of various types of media and articles. 2. Instructor led lectures to introduce the strategies and principles behind information seeking behavior. 3. Group and individual activities to illustrate search techniques. 4. Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload. 5. Student critiques of other student's search strategies and results. 6. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

13. **ASSIGNMENTS:** 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)
Out-of-class Assignments:
1. Worksheets asking students to compare search results based on the use of various search techniques. 2. Discussion forum posts on current issues surrounding information and society. 3. Readings. 4. Quizzes on the readings. 5. Writing projects that includes research analyses and discussion on the authority and credibility of specific sources.

ASSIGNMENTS ARE: (See definition of college level):
Primarily College Level

14. **STUDENT ASSESSMENT:** (Grades are based on):
ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
SKILL DEMONSTRATION
MULTIPLE CHOICE
NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
OTHER (Describe):
     Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload. 2. Student critiques of other student's search strategies and results. 3. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

15. **TEXTS, READINGS, AND MATERIALS**

A. Textbooks:

Case, Donald O.. *Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior.* 4th Emerald Group Publishing Limited, 2016.

Markey, Karen. *Online Searching: A Guide to Finding Quality Information Efficiently and Effectively.* 1st Rowman & Littlefield Publishers , 2015.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate?   Yes

Are nonprint materials adequate?   Yes

Are electronic/online resources available?   Yes

Are services adequate?   Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments: Library materials have been reviewed and deemed sufficient for the needs of this course.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. **DESIGNATE OCCUPATIONAL CODE:**
E - Non-Occupational

17. **LEVEL BELOW TRANSFER:**
Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:
RECOMMENDED PREPARATION:

ENGL 201A: Preparation for Composition and Reading
or
ENGL 264A - Preparation for Composition, Reading, and Research
or
Placement through multiple measure assessment test
and
CIS 001: Introduction to Computer Information Systems
or
CIS 200 - Computer Concepts and Applications
or
CIS 205: Computer Literacy
or
BUS 219 - Computer Literacy

Generated on: 4/5/2018 12:16:27 PM