

COLLEGE OF ALAMEDA COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	09/27/2010
ORIGINATOR:	Jane McKenna	STATE CONTROL NUMBER:	CCC00050 3075
		BOARD OF TRUSTEES APPROVAL DATE:	12/10/2019
		CURRICULUM COMMITTEE APPROVAL DATE:	10/15/2019
		CURRENT EFFECTIVE DATE:	01/01/2020

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

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

2. DEPT/COURSE NO:

LIS 085

3. COURSE TITLE:

Introduction to Information Resources

4. COURSE: COA Course Changes only in Non-Catalog Info

TOP NO. 1699.00

5. UNITS: 2.000

HRS/WK LEC: 2.00 **Total:** 35.00

HRS/WK LAB:

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

7. JUSTIFICATION FOR COURSE:

This course has been revised in order to meet a general education requirement in information competency a several CSUs such as SFSU and a future requirement for the CA Community College System. The Academic Senate of the California Community Colleges has recommended to the Board of Governors that information competency become a locally designed graduation requirement for degree and certificate programs. No date for implementation has been set.

8. COURSE/CATALOG DESCRIPTION

Introduction to the basic concepts and tools used in information research; Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet.

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):
Existing
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:
- i. Are there prerequisites/corequisites/recommended preparation for this course? Yes
Date of last prereq/coreq validation: 02/17/2015
- 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. Identify potential sources and types of information tools based on the scope and type of information needed.
2. Articulate a problem, issue, or search question.
3. Develop successful search strategies appropriate for specific tools.
4. Locate, evaluate, synthesize, organize and present information that fulfills the identified information need.
5. Identify ethical and legal issues that affect information and documentation.
6. Apply information literacy skills to enable further learning.

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:

1. The Research Process 20%
 - A. Developing a research topic
 - B. Keyword searching and search strategy
3. Sources of information 20%
 - A. Popular vs. scholarly sources
 - B. primary, secondary, tertiary sources
3. Searching for information 20%
 - A. Library catalogs
 - B. Library databases
 - C. Internet search strategies
4. Selecting sources 20%
 - A. Evaluating popular and scholarly sources
 - B. Evaluating websites
3. Incorporating sources 20%
 - A. Citation styles
 - B. Annotated bibliography or similar evaluative or descriptive assignment

11B. LAB CONTENT:

N/A

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

1. Activity
2. Discussion
3. Distance Education

4. Lecture
5. Multimedia Content
6. Projects
7. Threaded Discussions
8. Other (Specify)

Other Methods:

- 1) Orientation (to familiarize students to state of the art information sciences methods and procedures)
- 2) Audio Visual materials (evaluation and proper use of audiovisual media); adjunct support of pedagogy.
- 3) Tutorials - deigned to make students more independent.
- 4) Readings
- 5) Worksheets
- 6) Quizzes
- 7) E-forums
- 8) Group projects

13. **ASSIGNMENTS:** 4.00 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:

Written evaluations of books, articles and websites
Worksheets requiring the application of research strategies to locate and evaluate resources
Worksheets requiring the analysis and comparison of various search tools
Readings
Quizzes
Online discussions
Written final project consisting of an evaluative annotated bibliography included books, articles and websites

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.)
NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
SKILL DEMONSTRATION
MULTIPLE CHOICE
OTHER (Describe):
Assessment of: 1) written work - evaluating books, articles, and websites 2) worksheets - as to how well students applied research strategies to locate and evaluate resources 3) worksheets - as to how well students analyzed and compared of various search tools 4) quizzes to assess Reading comprehension of material 5) Online discussions - for use of concepts 6) Written final project - as to how well student analyzed, evaluated and citing relevant sources

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

A. Textbooks:

Modern Language Association. *The MLA Handbook for Writers of Research Papers*. 8th Modern Language Association, 2016.

Rationale: This is the most recent update available for this resource.

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*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:
The library has sufficient materials for topics covered in 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

18. **CALIFORNIA CLASSIFICATION CODE:**

Y - Credit Course

19. **NON CREDIT COURSE CATEGORY:**

Y - Not Applicable

20. **FUNDING AGENCY CATEGORY:**

Not Applicable - 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

RECOMMENDED PREPARATION:

- ENGL 264A: Preparation for Composition, Reading, and Research

or

RECOMMENDED PREPARATION:

- appropriate placement through multiple measures assessment process. and

RECOMMENDED PREPARATION:

- CIS 001: Introduction to Computer Information Systems

RECOMMENDED PREPARATION:

- CIS 200: Computer Concepts and Applications

RECOMMENDED PREPARATION:

- CIS 205: Computer Literacy

RECOMMENDED PREPARATION:

- BUS 219: Computer Literacy

STUDENT LEARNING OUTCOMES

1. **Outcome:** Identify potential sources and types of information tools based on the scope and type of information needed.
This outcome maps to the following Institution Outcomes:
 - Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.**Assessment:** demonstration/experiment
2. **Outcome:** Construct print, online, and web citations, using the appropriate documentation style for the discipline.
This outcome maps to the following Institution Outcomes:
 - Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.**Assessment:** exam
3. **Outcome:** Locate, evaluate, synthesize, organize and present information that fulfills the identified information need.
This outcome maps to the following Institution Outcomes:
 - Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.**Assessment:** demonstration/experiment, student project

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