# COURSE OUTLINE

| **Course Number** | **Course Title** | **Credits** |
|---|---|---|
| **LIB 103** | **Introduction to Academic Research** | **1** |

| **Hours:** | **Co- or Pre-requisite** | **Implementation** |
|---|---|---|
| **Lecture/Lab/Other** | | **Semester & Year** |
| **1/1/0** | **ENG 101 Ready** | **Fall 2022** |

**Catalog description:**

Covers basic principles of scholarly research and inquiry. Focuses on information literacy skills needed for developing effective search processes and critical evaluation of academic resources. Also focuses on the ethical use of information. Introduction to multi-disciplinary resources including periodical databases, books, e-books, multi-media reference sources, and web-based information.

**General Education Category:**
Not GenEd

**Course coordinator:**

Pamela Price, 609-570-3562, pricep@mccc.edu

**Required texts & Other materials:**

There are assigned open access readings from freely available online websites.
Check Blackboard for access to these resources.

**Course Student Learning Outcomes (SLO):**
  *Upon successful completion of this course, the student will be able to:*
  1. Understand academic research can be an evolving non-linear process requiring the use of a range of information sources. [Supports ILGs # 4, 8, 10, 11]
  2. Pursue alternate avenues of research as new understanding develops. [Supports ILGs # 1, 4, 8, 9, 10, 11]
  3. Analyze and critically evaluate sources for appropriate accuracy, subjectivity, authority, coverage, and currency. [Supports ILGs # 1, 4, 8, 9, 10, 11]
  4. Recognize and credit the original ideas of others through proper attribution and citation. [Supports ILGs # 1, 4, 8, 9, 10, 11]

**Course-specific Institutional Learning Goals (ILG):**
  **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
  **Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
  **Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples
  **Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
  **Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
  **Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## Units of study in detail – Unit Student Learning Outcomes:

**Unit I** **[Short history of libraries providing information and services]** **[**Supports Course SLO # 1]
*Learning Objectives*
*The student will be able to:*
- Understand the role of information from the times of ancient history to the Internet.
- Recognize the role of library departments to provide specific services
- Distinguish between the two major cataloging systems: Library of Congress and Dewy Decimal System
- Understand the role of consortiums to expand access to information and services

**Unit II** **[Finding Information]** **[**Supports Course SLOs # 2, 3]

*Learning Objectives*
*The student will be able to:*
- Formulate a research statement from a topic
- Use keywords and Boolean search operators to narrow a search
- Understand how to utilize print and electronic resources: books; periodicals/serials; reference sources: almanacs, dictionaries, guidebooks; government documents
- Understand how to utilize Web-based sources: search engines and You Tube for academic research
- Understand the role of social media - Facebook, Twitter, Instagram, TikTok – in academic research

**Unit III** **[Evaluating and Selecting Information Resources]** **[**Supports Course SLOs # 1, 3]

*Learning Objectives*
*The student will be able to:*
- Distinguish parts of a bibliographic citation
- Understand authority, currency, relevancy, objectivity, and accuracy to critically evaluate resources
- Distinguish between scholarly vs popular periodicals and resources
- Distinguish between primary vs secondary resources
- Locate a book anywhere in the world using OCLC WorldCat: https://www.worldcat.org/
- Utilize interlibrary loan service to request resources
- Review and select resources that provide a balanced and global perspective

**Unit IV** **[Citing Resources and Avoiding Plagiarism]** **[**Supports Course SLOs # 2, 4]

*Learning Objectives*
*The student will be able to:*
- Understand the impact of plagiarism on research
- Describe how to use APA for citing multi-type research sources
- Describe how to use MLA for citing multi-type research sources
- Recognize citation tools used in specialized fields of study

**Unit V  [Creation of Pathfinder] [**Supports Course SLOs # 1, 2, 3, 4]

*__Learning Objectives__*
***The student will be able to:***
- Demonstrate critical thinking skills in composing a research bibliography
- Create a research bibliography on an approved topic
- Justify resources selected for the bibliography
- Describe the academic research process
- Demonstrate the use of ethical reasoning in preparing the bibliography
- Demonstrate effective written communication skills
- Demonstrate advanced use of library databases and resources for academic research

## Evaluation of student learning:

Exercises are assigned to support the course student learning outcomes.
The pathfinder at the end of the course will allow the students to demonstrate all collective skills presented.

Four homework exercises:
         5 points each total = 20 points
Pathfinder:                    80 points
**Total = 100 Points**