III. Course Outline

Attach a course outline in the currently approved format (available on the Curriculum Committee website).

COURSE OUTLINE

Course Number
LIB 103

Course Title
Introduction to Academic Research

Credits
1

Hours:
lecture/Lab/Other
1/1/0

Pre-requisite
eligibility for placement in ENG 101

Co-requisite
None

Implementation
Fall 2019

Catalog description (as it appears in 2018-2019 edition):

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. Students are introduced to multi-disciplinary resources including periodical databases, books, e-books, multi-media, reference sources, and web-based information.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Both textbooks are OER, open education resources, and do not cost anything to access and use

1) The Information Literacy User’s Guide: An Open, Online Textbook:
https://milnepublishing.geneseo.edu/the-information-literacy-users-guide-an-open-online-textbook/chapter/identify-understanding-your-information-need/

2) Information Literacy: http://www.oercommons.org/courses/information-literacy/view

Revision date: January 2019
Course coordinator: Pamela A. Price (609) 570-3562 pricep@mccc.edu

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library...
The primary resources that support this course come from the library. The online catalog, library databases, print resources, audiovisual materials, and open computer lab access are all the resources needed for this course.

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

None other than use of the library's resources, hardware and software

**Course Competencies/Goals**

*The student will be able to:*

1. Understand academic research can be an evolving nonlinear process requiring the use of a range of information sources.
   - CC: B1, B.2, B.3, B.4, B.5, D.1, D.2, D.3, D.6, E.4
   - Goals: 1.1, 4.2, 4.3, 4.6, 7.3

2. Pursue alternate avenues of research as new understanding develops.
   - CC: B.3, B.4, D.2, D.6, E.4
   - Goals: 1.1, 4.6

3. Analyze and critically evaluate sources for appropriate accuracy, subjectivity, authority, coverage and currency.
   - CC: B.1, B.4, D.3, D.6, E.4
   - Goals: 1.1, 4.6

4. Recognize and credit the original ideas of others through proper attribution and citation.
   - CC: B.5, C.1, D.5, G.1
   - Goals: 1.1, 4.7, 4.6

**Course-specific Institutional Learning Goals (ILGs)/General Education Goals.** [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

- **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- **Institutional Learning Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Institutional Learning Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
- **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 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- **Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples


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. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

LIB103 Units of Study

| Unit | The Library’s place in academia, information formats, researching, and citations
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<tbody>
<tr>
<td></td>
<td>Students will be able to: [CC: A, B, C, D, E/Goals: 1, 4, &amp; 7]</td>
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<tr>
<td></td>
<td>• Explain the role of the library in academia</td>
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<td>• Describe the differences/similarities between academic/school/public libraries</td>
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<td>• Use the major service/use point in the MCCC Library including:</td>
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<td>circulation, reference, computer lab, study rooms, reference shelving,</td>
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<td></td>
<td>and circulating shelving</td>
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<td></td>
<td>• Recognize that many of these service/use points are also found in public/</td>
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<td></td>
<td>school libraries.</td>
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<td></td>
<td>• Describe service/use points often found at other academic libraries.</td>
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<td></td>
<td>• Argue how academic research goes beyond Googling information.</td>
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<td></td>
<td>• Explain the major types of informational formats.</td>
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<td></td>
<td>• Employ the major families of library information for research purposes.</td>
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<tr>
<td></td>
<td>• Explain the differences between scholarly/popular/trade information and the</td>
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<tr>
<td></td>
<td>appropriate use of each for academic research.</td>
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<td></td>
<td>• Summarize the major steps in the research process.</td>
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<td></td>
<td>• Use a given research topic to select subject terms/keywords</td>
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<td></td>
<td>• Explain the reasons for using citations as part of the research process</td>
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<td></td>
<td>• Routinely construct and apply standard citation formatting in research work</td>
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<td></td>
<td>• Explain the reasons for verifying the correctness of computer generated</td>
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<tr>
<td></td>
<td>citations</td>
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<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Making information findable, books information, scholarly journal articles, obtaining information from other places [CC: A, B, C, D, E/Goals: 1, 4]</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to:</td>
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<tr>
<td></td>
<td>• Explain the need for and how information is organized so that information can be easily located.</td>
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<td></td>
<td>• Use library classification systems to locate specific resources in the library.</td>
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<td></td>
<td>• Use metadata to aid in evaluating the relevance of information to a research topic.</td>
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<td></td>
<td>• Evaluate when a book resource is the appropriate resource for a specific informational need.</td>
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- Locate needed resources using the MCCC Library online catalog
- Refine catalog search results using specific catalog format criteria to yield more relevant search results
- Select useful resources using the catalog record criteria for individual sources.
- Access ebooks from library catalog search results
- Obtain resources from the county library system for use in academic research
- Manage one’s personal account within the library catalog.
- Evaluate the contents of book information to locate specific information needed for a research need.
- Describe the sections commonly found in scholarly/peer reviewed journal articles.
- Critically analyze journal article to locate useful information for research
- Leverage bibliographies in journal articles to locate added resources
- Employ impact factor when selecting journal resources for research
- Obtain needed resources for other libraries using library, online, and statewide methodologies.

**Unit 3  Digital Search Strategies and Databases**
**Students will be able to: [CC: B, C, D, E/Goals: 4]**
- Select searchable keywords for a given topic
- Design effective keyword searches
- Access MCCC databases on and off campus.
- Choose subject specific databases for a targeted database search
- Create a focused database search using field limiters and advanced search parameters
- Leverage database result criteria to generate precise results
- Email and download desired database information
- Obtain and validate citations for database information.
- Determine when to use a citation management tool.

**Unit 4  Ebooks [CC: B, C, D, E/Goals: 4]**
**Students will be able to:**
- Access MCCC ebook collections on and off campus
- Locate relevant ebooks using effective keyword searches
- Use keyword searches to locate relevant information within a specific ebook
- Save and annotate selected ebooks in personal ebook account
- Obtain and validate citations for ebooks.
- Use multiple ebook repositories.

**Unit 5  The internet as an information resource [CC: A, B, C, D, E/Goals: 1, 4]**
**Students will be able to:**
- Integrate web searched information as a component of academic research
- Explain when web searched information is not acceptable for academic research.
- Identify times when web searched information is acceptable for academic research.
- Differentiate copyright and creative commons applications.
- Use multiple open access resources.
- Use advanced web search tools
• Define Google Scholar’s role in academic research.
• Integrate web search results into academic research

Unit 6
Evaluating information [CC: A, B, C, D, E/Goals: 1, 4]
Students will be able to:
• Justify the selection of specific resources for use in academic research.
• Use specific criteria to critically evaluate the informational content of sources.
• Define different types of authority to determine the credibility of sources

Unit 7
In-Class Completion of Pathfinder

**Evaluation of student learning:** [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

**Grading**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59-0</td>
<td>NC</td>
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• Attendance: 14 points

• **Evaluation of student learning in Units 1 – 6: Total 30 points**
  (5 points per worksheet)
Students will complete weekly exercises to improve their skills and determine where they need additional assistance and review in:
utilizing search tools, recognizing the variety of available search options and tools including discovering librarians as a resource, critically analyzing search results, and recognizing the need to acknowledge sources. Additionally, each week’s exercises will be an opportunity for students to gather resources for their Pathfinder, the final class project.

Unit 1: Worksheet covering Unit 1 topics including hands-on use of library resources = 5 Points
Unit 2: Worksheet covering Unit 2 topics including hands-on use of library resources = 5 Points
Unit 3: Worksheet covering Unit 3 topics including hands-on use of library resources = 5 Points
Unit 4: Worksheet covering Unit 4 topics including hands-on use of library resources = 5 Points
Unit 5: Worksheet covering Unit 5 topics including hands-on use of library resources = 5 Points
Unit 6: Worksheet covering Unit 6 topics including hands-on use of library resources = 5 Points

• **Pathfinder (Unit 7): Total = 56 Points**
Students compile an annotated bibliography and briefly explain their topics. Then they will construct a topical annotated bibliography demonstrating their research strategy abilities, write an explanation defending their selections from their search results and utilize multiple library and information resources to complete the Pathfinder.
Course Reflection:

The course reflection is a ¼ page (12 font, double-spaced) non-graded description of what was learned in this course in the student’s words. You may respond to any two topics taken from the list below, or write from a personal view that shows your thoughts on the content of the course and any other comments you have about the course content for future students. This is not a graded assignment, but an effort by the course coordinators and instructors to hear your voice and make changes to improve the class based on your experience in the class. Please do not put your name on this reflection.

- Something about the course that surprised you
- Something that you wished was covered but was not
- Something about the course that was covered but did not need to be
- Something you learned that worked really well for you
- Something you learned that did not work well for you
- Something that you learned and shared with another student

Academic Integrity Statement:

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage