GEN-1032: INFORMATION LITERACY AND LIBRARY RESEARCH

Cuyahoga Community College

Viewing: GEN-1032: Information Literacy and Library Research

Board of Trustees:
October 2018

Academic Term:
Fall 2019

Subject Code
GEN - General Studies

Course Number:
1032

Title:
Information Literacy and Library Research

Catalog Description:
Hands-on experience using the Internet, print and electronic library resources to locate information for course related and personal needs. Emphasis is on the use of search strategies, various research tools, and the application of critical thinking to library research.

Credit Hour(s):
2

Lecture Hour(s):
2

Requisites

Prerequisite and Corequisite
ENG-0990 Language Fundamentals II, or appropriate score on English Placement Test.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessapps. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Develop compelling research questions.

Objective(s):
1. Develop research questions based on a personally identified knowledge gap(s).
2. Determine the appropriate scope of exploration needed to meet the information need.

Course Outcome(s):
Identify and evaluate contextually appropriate tools and resources.
Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Recognize that content can be formal or informal, and can include sources of all media types.
2. Recognize how different tools and resources are organized in order to access relevant information.
3. Explain how authority varies based on discipline specific parameters.

Course Outcome(s):
Employ different types of effective and efficient search strategies to find a range of appropriate information sources.

Essential Learning Outcome Mapping:
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best resources) thinking when searching.
2. Recognize how information systems are organized in order to access relevant information.
3. Use different types of searching language such as controlled vocabulary, keywords, natural language appropriately.
4. Manage searching processes and results effectively.

Course Outcome(s):
Use information ethically, avoiding plagiarism, and understanding and respecting the intellectual property of others.

Objective(s):
1. Give credit to the original ideas of others through proper attribution and citation.
2. Describe the act of plagiarism and the consequences of plagiarism in both the academic and real world.

Course Outcome(s):
Engage with scholarly conversations through the examination of various sources.

Objective(s):
1. Develop, in their own creation process, an understanding of the purposes for which the information product will be used and the message it conveys.
2. Assess the fit between information product's creation process and a particular information need.

Methods of Evaluation:
1. Assignments
2. Examinations
3. Project

Course Content Outline:
1. Information
   a. Functions and purposes of information in society
   b. Organization of information
   c. Types of information
   d. Formats of information
   e. Evaluation
2. Internet
   a. Search engines and directories
   b. Social media
   c. Digital media
i. Video
ii. Images
iii. Books
d. Keyword searching
   i. Boolean
   ii. Phrase
e. Evaluation
f. Limitations

3. Electronic research databases
   a. Definition and structure
      i. Records
      ii. Fields
   b. Scope of specific database
c. Searching
   i. Field searching
   ii. Keyword or phrase searching
   iii. Limiting
   iv. Search history
d. Citation evaluation for relevancy
e. Retrieval
   i. Online
   ii. Print
f. Saving and emailing
g. Evaluation of elements of an article

4. Online library catalogs
   a. Definition
   b. Records
c. Searching
   i. Author
   ii. Title
   iii. Subject
   iv. Keyword
d. Locating and obtaining
   i. Classification systems
   ii. Online borrowing
e. Exporting records
f. Source evaluation

5. Reference sources
   a. Uses of reference sources
   b. Types of reference sources
c. Structure
d. Locating
e. Evaluation of reference sources

6. Research process
   a. Topics
   b. Focusing topics
c. Background material
d. Selection of appropriate retrieval system and sources
e. Implementing the search for information
f. Retrieval of information
g. Summarize the main ideas from information gathered
h. Evaluation of research process
   i. Plagiarism
   j. Citing the sources
   k. Assess the research process
Resources


Barker, Joe and Cody Hennesy. UC Berkeley Library. "Finding Information on the Internet" Univ. of California Berkely, 2012-05-08 00:00:00.0. http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.


Wilson, Gwenn. *100% Information Literacy Success*. Australia: Cengage Learning, 2017.


Karl Stolley, Brizee, Allen and Joshua M. Paiz. OWL Online Writing Lab. "Purdue OWL: Avoiding Plagiarism" 2014-03-06 00:00:00.0. https://owl.english.purdue.edu/owl/resource/589/1/

OhioLINK. "OhioLINK Library Catalog"