

# GEN-1033: COLLEGE RESEARCH SKILLS

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## Cuyahoga Community College

**Viewing: GEN-1033 : College Research Skills**

**Board of Trustees:**

January 2021

**Academic Term:**

Fall 2021

**Subject Code**

GEN - General Studies

**Course Number:**

1033

**Title:**

College Research Skills

**Catalog Description:**

Introduction to research resources and tools as well as methods to build contextual awareness of the research process. Focuses on the discovery of information, how it is produced and valued, and how to use information in creating new knowledge.

**Credit Hour(s):**

2

**Lecture Hour(s):**

2

## Requisites

**Prerequisite and Corequisite**

ENG-0995 Applied College Literacies, or appropriate score on English Placement Test; or departmental approval.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

## Outcomes

**Course Outcome(s):**

Critically examine all evidence and ask relevant questions about origins, context, and suitability for current information needs.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

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 different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).
2. Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;
3. Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.
4. Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of one's own biases and worldview.

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**Course Outcome(s):**

Recognize the nature of information creation and the significance of the creation process.

**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 the capabilities and constraints of information developed through various creation processes.
  2. Understand that information may be perceived differently based on the format in which it is packaged, including the implications of static or dynamic information.
  3. Acknowledge the significance of the creation process when matching information products with their information needs.
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**Course Outcome(s):**

Understand and investigate the differing levels of information privilege and the rights and responsibilities of participating in a community of scholarship.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

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

**Objective(s):**

1. Give credit to the original ideas of others through proper attribution and citation.
  2. Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain.
  3. Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information.
  4. Recognize issues of access or lack of access to information sources.
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**Course Outcome(s):**

Recognize the iterative nature of research.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

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

**Objective(s):**

1. Formulate questions for research based on information gaps or no reexamination of existing, possible conflicting, information.
  2. Determine an appropriate scope of investigation.
  3. Use various research methods, based on need, circumstance, and type of inquiry.
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**Course Outcome(s):**

Execute effective searching as a non-linear and iterative task requiring the evaluation of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

**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.
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**Methods of Evaluation:**

1. Assignments
2. Examinations
3. Projects

**Course Content Outline:**

1. Critical evaluation
  - a. Contextual nature of authority
  - b. Formal vs. informal information
  - c. Fact vs. opinion
  - d. Bias in information
    - i. Personal
    - ii. Institutional
2. Creation of information
  - a. Capabilities and constraints of various information formats
    - i. Static
      1. Print
      2. Ebooks
      3. Articles
      4. Film
    - ii. Dynamic
      1. Websites
      2. Social media
        - a. Text
        - b. Digital media
      3. Crowd sourced information
  - b. Contextual nature of information
    - i. Academic
    - ii. Professional
    - iii. Personal
  - c. Rapidly changing nature of information
3. Value of information
  - a. Academic integrity
    - i. Copyright
    - ii. Fair Use
    - iii. Open Access
    - iv. Public Domain
    - v. Plagiarism
    - vi. Citations
  - b. Access to information and Information privilege
4. Formulating research questions (Research as Inquiry)
  - a. Topics
  - b. Focusing topics
    - i. Scope
    - ii. Needs
    - iii. Circumstances
    - iv. Type of Inquiry
  - c. Background material
  - d. Evaluation of materials (iterative)
  - e. Summarize materials
  - f. Plagiarism

- g. Citing of sources
  - i. Popular formats
  - ii. Citation components
- h. Assessing the process
- 5. Searching as strategic exploration
  - a. Research methods
    - i. Need
    - ii. Circumstance
    - iii. Type of Inquiry
  - b. Techniques
    - i. Keyword
    - ii. Subject
    - iii. Author
    - iv. Title
    - v. Limits
    - vi. Boolean
    - vii. Advanced searching
  - c. Proprietary resources
    - i. EBSCO
    - ii. Proquest
    - iii. Kanopy
  - d. Book catalogs
    - i. Tri-C
    - ii. OhioLINK
    - iii. Public Libraries
  - e. Internet resources
    - i. Social Media
    - ii. Fake News
    - iii. Crowd Sourced information
    - iv. Web sites
      - 1. Government
      - 2. Non-Profit
      - 3. Commercial
      - 4. Educational
  - f. Evaluation (iterative)
    - i. Citation analysis
    - ii. Relevancy
    - iii. Bias
    - iv. Currency
    - v. Authority

## Resources

Alewine, Michael C., and Mark Canada. *Introduction to Information Literacy for Students*. West Sussex, UK: John Wiley & Sons, 2017.

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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>.

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Engle, Michael. . *The Seven Steps*. Cornell University, Sept 2013. <http://guides.library.cornell.edu/sevensteps>

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Bernnard, Deborah, et al. "The Information Literacy User's Guide: An Open, Online Textbook" Geneseo, NY: Open SUNY Textbooks, 2014.

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Godbey, Samantha, et al. *Disciplinary Applications of Information Literacy Threshold Concepts*. Chicago, IL: Association of College and Research Libraries, 2017.

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Loske, Mariann, et al. . *Teaching Information Literacy in Higher Education: Effective Teaching and Active Learning*. Cambridge, MA: Chandos Publishing, 2017. <https://learning.oreilly.com/library/view/-/9780081010051/?ar>

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Mike Caulfield. *Web Literacy for Student Fact-Checkers*. 2017. <https://webliteracy.pressbooks.com/>

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"Preventing Plagiarism " *Purdue Online Writing Lab*. Purdue University , [https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html)

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OhioLINK. "OhioLINK Library Catalog"

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Teaching & Learning, University Libraries. *Choosing and Using Sources: A Guide to Academic Research* . The Ohio State University , <https://ohiostate.pressbooks.pub/choosingsources/>

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