LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
258		03-25	Appr 11/25/03	Appr 3/2/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Portia Diaz-Martin	portia@iup.edu
Proposing Department/Unit	Phone
Library	7-4893

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

__X__ New Course	_____Course Prefix Change	_____Course Deletion
_____Course Revision	_____Course Number and/or Title Change	_____Catalog Description Change

	LIBR 251 Information Access in the Digital Age
Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

__X__ This course is also proposed as a Liberal Studies Course. _____ This course is also proposed as an Honors College Course.	_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____Catalog Description Change	_____Program Revision
_____New Degree Program	_____Program Title Change	_____Other
_____New Minor Program	_____New Track	

Current program name	*Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Portia Diaz-Martin*	10-8-03
Department Chair(s)	*[signature]*	10/22/03
College Curriculum Committee Chair		
College Dean	*Rena Fowler*	10/23/03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	*Gail Sechrist*	11-25-03

* where applicable
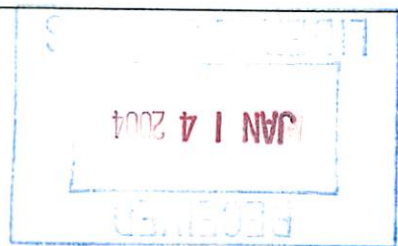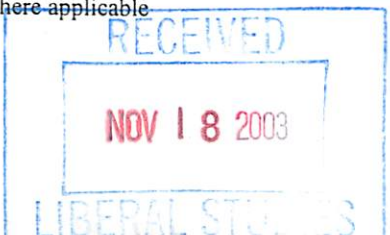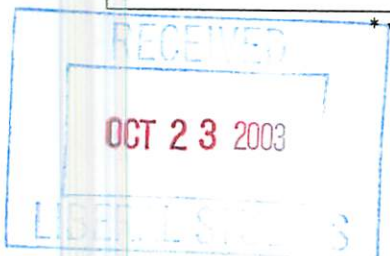
Syllabus of Record

I. Catalog Description

LIBR 251 Information Access in the Digital Age

2 class hours
0 lab hours

Prerequisites: None

2 credits
(2c-0l-2cr)

Introduction to library research is designed to equip the student with information literacy skills so that the student will be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally. The course will provide the student with conceptual and practical expertise as an information networker to locate, evaluate, and use effectively the needed information. Basic knowledge of computer applications is helpful.

II. Course Objectives

At the end of this course the student will be able to:

1. Explain the different types of libraries and the services they provide, and the policies governing their use.
2. Discuss how information has been traditionally organized and how changes have occurred with increasing technology.
3. Demonstrate the ability to use online catalogs to locate bibliographic information.
4. Identify the components of a research citation.
5. Identify appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
6. Access information databases.
7. Understand the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

III. Detailed Course Outline *Addresses the current Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education

Week 1

Course Introduction and Syllabus Review **(1 hour)**
Introduction to Libraries and Different Types of Information (IL Standard 1: The information literate student determines the nature and extent of the information needed.) **(1 hour)**

Activities to include

1. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
2. Develops a thesis statement and formulates questions based on the information need
3. Explores general information sources to increase familiarity with the topic
4. Defines or modifies the information need to achieve a manageable focus
5. Identifies key concepts and terms that describe the information need

Types and formats of potential sources for information **(1 hour)**

Activities to Include:

1. Knows how information is formally and informally produced, organized, and disseminated
2. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
3. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
4. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
5. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
6. Realizes that information may need to be constructed with raw data from primary sources

Costs and benefits of acquiring the needed information **(1 hour)**

Activities to Include:

1. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at their locations; obtaining images, videos, text, or sound)
2. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
3. Defines a realistic overall plan and timeline to acquire the needed information

Week 3

Introduction to Database Searching (Standard 2: The information literate student accesses needed information effectively and efficiently) **(1 hour)**

Activities to Include:

1. Reviews the initial information need to clarify, revise, or refine the question
2. Describes criteria used to make information decisions and choices

Accessing Information Retrieval Systems **(1 hour)**

Activities to Include:

1. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
2. Investigates benefits and applicability of various investigative methods
3. Investigates the scope, content, and organization of information retrieval systems
4. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

Week 4

Construction and Implementation of Effectively-designed Search Strategies **(2 hours)**

Activities to Include:

1. Develops a research plan appropriate to the investigative method
2. Identifies keywords, synonyms and related terms for the information needed
3. Selects controlled vocabulary specific to the discipline or information retrieval source
4. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
5. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
6. Implements the search using investigative protocols appropriate to the discipline

Week 5

Online Retrieval Methods **(2 hours)**

Activities to Include:

1. Uses various search systems to retrieve information in a variety of formats
2. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
3. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
4. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

Week 6

Searching Strategies **(2 hours)**

Activities to Include:

1. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
2. Identifies gaps in the information retrieved and determines if the search strategy should be revised
3. Repeats the search using the revised strategy as necessary

Week 7

Management of the information **(2 hours)**

Activities to Include:

1. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
2. Creates a system for organizing the information
3. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
4. Records all pertinent citation information for future reference
5. Uses various technologies to manage the information selected and organized

Week 8

Creating Annotated Bibliographies (Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. **(2 hours)**

    1. Reads the text and selects main ideas
    2. Restates textual concepts in his/her own words and selects data accurately
    3. Identifies verbatim material that can be then appropriately quoted

Week 9

Evaluating the Information **(2 hours)**

Activities to Include:

    1. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
    2. Analyzes the structure and logic of supporting arguments or methods
    3. Recognizes prejudice, deception, or manipulation
    4. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

Week 10

The Research Process. **(2 hours)**

Activities to Include:

    1. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
    2. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
    3. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

Week 11

Primary versus Secondary Sources **(2 hours)**

Activities to Include:

    1. Determines whether information satisfies the research or other information need
    2. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
    3. Draws conclusions based upon information gathered
    4. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
    5. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
    6. Integrates new information with previous information or knowledge
    7. Selects information that provides evidence for the topic

Week 12 & 13

The Finished Work: Types of written work (i.e. Thesis, Dissertations, articles, books, etc.) (Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.) **(4 hours)**

1. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
2. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
3. Integrates the new and prior information, including quotations and paraphrasing, in a manner that supports the purposes of the product or performance
4. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context
5. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
6. Reflects on past successes, failures, and alternative strategies
7. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
8. Uses a range of information technology applications in creating the product or performance
9. Incorporates principles of design and communication
10. Communicates clearly and with a style that supports the purposes of the intended audience

Week 14

Ethical Use of Information **(2 hours)**

Activities to Include:

1. Investigates differing viewpoints encountered in the literature
2. Determines whether to incorporate or reject viewpoints encountered
3. Participates in classroom and other discussions
4. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)

Final exam during Final Exam week

IV. Evaluation Methods *Assignments and grading percentages may vary according to instructor preference.

The final grade for the course will be determined as follows:

Worksheets and in-class activities, quizzes	50%
Midterm	20%
Final	30%
Total Points	100%

V. Attendance Policy

The university expects all students to attend class. Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the Semester Course Syllabus.

2. Each policy must recognize students' need to miss class because of illness of personal emergency.
3. Each policy must define some limited level of allowable absence, normally at least a number of clock hours equal to course semester hours.

VI. Required textbooks, supplemental books and readings

Textbook: Bolne, Myrtle and Galyle A. Poirier (2001) *The Research Process: Books and Beyond* Kendall/Hunt Publishing Company.

VII. Special resource requirements

NA

VIII. Bibliography

Association of College and Research Libraries (2002, January 18). Information Literacy Competency Standards for Higher Education. Retrieved November 18, 2003 from http://www.acrl.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Information_Literacy_Competency_Standards_for_Higher_Education.htm

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog* Lincoln, NE: Writer's Club Press/iUniverse.com.

Dodge, B. (1995,Summer). WebQuests: A technique for Internet-based learning. "Distance Educator," 1(2), 10-13. (EJ 518 478)

Eisenberg, M.B. & Berkowitz, R.E. (1990). "*Information* problem solving: The Big Six Skills approach to library & *information* skills instruction." New Jersey: Ablex (ED 330 374)

Gilster, P. (1997). "Digital *literacy*." New York: Wiley.

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.

Will be provided more as needed at instructor's discretion.

Course Analysis Questionnaire

A. Details of the Course

A1 This course will be an elective for students in the Liberal Studies program.

A2 This course does not require changes in any other courses or programs in the department.

A3 This course is not intended to be dual level.

A4 Similar courses are offered at these institutions:

*(**)University of Northern Colorado: Introduction to Undergraduate Research

*(***)SUNY at Binghamton: Information Resources - Use & Evaluation of Electronic Library Information Sources

*Ithaca College: Library Resources and Methods of Research

*West Valley College: Information Retrieval

*A catalog description and/or syllabi for each course are attached to this proposal.
**Primary Peer Institution
***Secondary Peer Institution

B. Interdisciplinary Implications

B1 This course does not duplicate with any other courses at the University.

C. Implementation

C1 No new faculty is needed to teach this course.

C2 Other Resources

a. Current space allocations are adequate to offer this course.

b. The department budget is sufficient to purchase supplies for this course.

c. Library holdings are adequate.

C3 No grant funds are associated with this course.

C4 This course will be offered at least twice a year, in the Spring and Fall semesters.

C5 At least one section of the course will be offered at a time.

C6 Minimum of at least 16 and a maximum of 35 students will be accommodated in this course. The nature of the lab activities restricts enrollment to this number.

D. Miscellaneous

No additional information is necessary.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

A. The Curriculum Development Committee and the Faculty Committee will set departmental guidelines through meetings in regards to any curriculum development to ensure that basic equivalency exists.

B. LIBR 251 focuses on information access in the digital environment, which will cover all resources available and will include the perspectives and contributions of ethnic and racial minorities and of women appropriate to the subject matter being covered. These resources may include databases, web sites, and other library resources.

C. A section for required reading is provided on the syllabus which includes a textbook by Bolne and Poirier (2001) *The Research Process: Books and Beyond* along with other readings chosen by the instructor which will vary due to the general nature of information access, students will gear there readings to a specific subject area they are researching.

D. Although this serves as an introductory course intended for a general student audience it is designed to reflect the reality that it may be the only formal college instruction these students will get in using the library. Therefore, this course serves to survey library reference and research methods, processes, materials, and techniques. The student will develop critical skills to effectively use electronic and print library resources for locating information and preparing term papers, oral presentations, projects, and thesis. The student will be able to select a topic of scholarly, professional or personal interest to her or him and to identify and analyze information need relative to that topic.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

_X_ First Composition Course _____ Second Composition Course

_____ Mathematics

KNOWLEDGE AREAS:

____	Humanities: History		____	Fine Arts
____	Humanities: Philos/Rel Studies		____	Social Sciences
____	Humanities: Literature		____	Non-Western Cultures
____	Natural Sci: Laboratory		____	Health & Wellness
____	Natural Sci: Non-laboratory		_X_	Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
X				A. Intellectual Skills and Modes of Thinking:
X				1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
X				2. Literacy--writing, reading, speaking, listening.
			X	3. Understanding numerical data.
	X			4. Historical consciousness.
			X	5. Scientific Inquiry.
	X			6. Values (Ethical mode of thinking or application of ethical perception).
		X		7. Aesthetic mode of thinking.
X				B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
			X	C. Understanding the Physical Nature of Human Beings

X				**D. Collateral Skills:**
X				1. Use of the library.
X				2. Use of computing technology.

III. The LS criteria indicate six ways that courses <u>should</u> contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

    __X__ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

    __X__ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

    __X__ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

    __X__ 4. Recognize creativity and engage in creative thinking.

    __X__ 5. Continue learning even after the completion of their formal education.

    __X__ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES

FORMS AND CHECKLISTS

Liberal Studies Course Approval Form

Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

    __X__ Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)

    __X__ Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)

    __X__ One sheet of paper for your answers to the four questions in Part IV of this form. (one page)

    __X__ Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in Appendix to this Handbook.]

    __X__ Course Syllabus in UWUCC Format.

Note: If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (352) Sutton Hall). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.) The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

_X_ First Composition Course _____ Second Composition Course

_____ Mathematics

KNOWLEDGE AREAS:

_____	Humanities: History		_____	Fine Arts
_____	Humanities: Philos/Rel Studies		_____	Social Sciences
_____	Humanities: Literature		_____	Non-Western Cultures
_____	Natural Sci: Laboratory		_____	Health & Wellness
_____	Natural Sci: Non-laboratory		X__	Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
-X	-	-	-	**A. Intellectual Skills and Modes of Thinking:**
X	-	-	-	1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
X	-	-	-	2. Literacy—writing, reading, speaking, listening.
-	-	-	-X	3. Understanding numerical data.
-	-X	-	-	4. Historical consciousness.
-	-	-	-X	5. Scientific Inquiry.
-	-X	-	-	6. Values (Ethical mode of thinking or application of ethical perception).
-	-	-X	-	7. Aesthetic mode of thinking.
-X	-	-	-	**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**
-	-	-	-X	**C. Understanding the Physical Nature of Human Beings**
-X	-	-	-	**D. Collateral Skills:**
-X	-	-	-	1. Use of the library.
-X	-	-	-	2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

__X__ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

__X__ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

__X__ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

__X__ 4. Recognize creativity and engage in creative thinking.

__X__ 5. Continue learning even after the completion of their formal education.

__X__ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

A. The Curriculum Development Committee and the Faculty Committee will set departmental guidelines through meetings in regards to any curriculum development to ensure that basic equivalency exists.

LIBR 251

B. ~~LB 151~~ focuses on information access in the digital environment which will cover all resources available and will include the perspectives and contributions of ethnic and racial minorities and of women appropriate to the subject matter being covered. These resources may include databases, web sites, and other library resources.

C. A section for required reading is provided on the syllabus which includes a textbook by Bolne and Poirier (2001) *The Research Process: Books and Beyond* along with other readings chosen by the instructor which will vary due to the general nature of information access, students will gear there readings to a specific subject area they are researching.

D. Although this serves as an introductory course intended for a general student audience it is designed to reflect the reality that it may be the only formal college instruction these students will get in using the library. Therefore, this course serves to survey library reference and research methods, processes, materials, and techniques. The student will develop critical skills to effectively use electronic and print library resources for locating information and preparing term papers, oral presentations, projects, and thesis. The student will be able to select a topic of scholarly, professional or personal interest to her or him and to identify and analyze information need relative to that topic.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

__X__ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.

__X__ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

__X__ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

__X__ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

__X__ Meet the "General Criteria Which Apply to All Liberal Studies Courses."

__X__ Not be a technical, professional or pre-professional course.

> **Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

A. The Curriculum Development Committee and the Faculty Committee will set departmental guidelines through meetings in regards to any curriculum development to ensure that basic equivalency exists.

B. LIBR 251 focuses on information access in the digital environment which will cover all resources available and will include the perspectives and contributions of ethnic and racial minorities and of women appropriate to the subject matter being covered. These resources may include databases, web sites, and other library resources.

C. A section for required reading is provided on the syllabus which includes a textbook by Bolne and Poirier (2001) *The Research Process: Books and Beyond* along with other readings chosen by the instructor which will vary due to the general nature of information access, students will gear there readings to a specific subject area they are researching.

D. Although this serves as an introductory course intended for a general student audience it is designed to reflect the reality that it may be the only formal college instruction these students will get in using the library. Therefore, this course serves to survey library reference and research methods, processes, materials, and techniques. The student will develop critical skills to effectively use electronic and print library resources for locating information and preparing term papers, oral presentations, projects, and thesis. The student will be able to select a topic of scholarly, professional or personal interest to her or him and to identify and analyze information need relative to that topic.

03-25

INTRODUCTION TO UNDERGRADUATE RESEARCH

LIB 150 Syllabus

Course Description

An information literate person knows how to locate, evaluate, and use information from a variety of sources. This one credit our course will introduce effective research techniques designed to increase the student's ability to focus an information need and retrieve and analyze information from both traditional print and electronic library materials and the Internet. Upon successful completion of the course, the student will have created a bibliography that can be used for a research paper for another course. In addition, the student will have mastered basic research techniques and methodologies that will serve him or her throughout their college studies.

Course Objectives

Upon successful completion of this course, the student will be able to:

Formulate a logical plan to search for information.

A. The student can narrow an initial question that may be too broad in scope.
B. The student can identify pertinent disciplines or fields of study and can identify appropriate sc for a topic.
C. The student can choose vocabulary appropriate to a particular database.
D. The student understands the implications of finding little or no information on a selected topic

Use access tools to identify information sources.

A. The student understands the purpose of some common types of access tools such as catalogs, bibliographies, and indexes.

B. The student knows that access tools vary in subject coverage, in the type of sources covered, i format, and in available access points.
C. The student can identify the difference between controlled vocabulary searching and keyword searching.
D. The student can interpret citations from print and computerized information sources.
E. The student can identify the types of materials found in UNC Libraries' online catalog, and ca perform basic searches.
F. The student can use search tools on the World Wide Web to find information.

Understand that information sources vary in content and format.

A. The student can identify various formats of information sources found in an academic library.
B. The student can distinguish between popular and scholarly treatments of a subject.
C. The student can evaluate the relevance, quality, and appropriateness of a source.
D. The student can identify unrecorded sources of information.

Understand how the collections of information sources in the UNC Libraries are physically organized and accessed.

A. The student can identify the location and general functions of the service areas in the UNC Li
B. The student can identify the location and general content of the various collections in Michen Library and Music Library.
C. The student can determine the availability and location of specific materials in the UNC Libra
D. The student understands the purpose of a call number, and can locate a call number in the UN Libraries.
E. The student understands the purpose of a classification scheme, and knows that the Library o Congress classification scheme is used for many materials in Michener Library.

Required Text

Mann, Thomas. *The Oxford Guide to Library Research.* New York: Oxford University Press, 1998.

It is recommended, but not required, that students purchase an MLA Style Manual.

Grading

Students will be required to complete weekly exercises and create an annotated bibliography that could b for a research paper. In addition, there will be on cumulative exam covering material from text and lectu

The exam will include objective and short answer questions.

Grade Allocation:

Exercises and Quizzes	50 points possible
Bibliography	100 points possible
Exam	50 points possible

Grade Assignment

180 – 200 points	A
160 – 179 points	B
140 – 159 points	C
120 – 139 points	D
0 - 119 points	F

Attendance and Participation

Attendance is essential for success in this course. Students are expected to complete readings when assig
and participate in class discussions. Above all, students are required to conduct themselves in a professic
manner at all times.

Students with special needs should contact the instructor as soon as possible.

Binghamton University
School of Education and Human Development
HDEV210 Spring 2002 January 29-February 28, 2002

Information Resources:
Use & Evaluation of Electronic Library Information Sources

General Information	Course Description	Course Objectives

Recommended: Textbook & Journal Article	Attendance, Assignments, Grading	Campus Computer Accounts

Course Schedule	Readings	Assignments	Annotated Bibliography

General Information

- **Course Credit:** Two (2) Undergraduate credits; Pass/Fail only

- **Time:** Tuesday and Thursday 5-7pm
- **Location:** Science Library Rm. SL209
- **Instructor:** Prue Stelling
- **Office:** Bartle Library LSG 615 (ground floor of Bartle Library)
- **Office Hours:** Tuesday and Thursday 1-2pm and by appointment
- **Phone:** 777-4336
- **Email:** pstellin@binghamton.edu
- **Course Website:** http://library.lib.binghamton.edu/instruct/hdev210/index.html

Course Description

This course is designed to introduce students to strategies and skills for locating, evaluating and using print and electronic information in the Binghamton University Libraries and on the World Wide Web. Students will learn how to use information technologies and traditional library sources to examine a current issue in the social sciences. Instructional methods include lectures, on-line demonstrations, readings, hands-on computer exercises, and a final annotated bibliography project.

Course Objectives

After completion of the course, the student will be able to:

- understand the nature, characteristics and organization of information in Libraries

- define a research problem or issue
- design and implement an effective search strategy
- locate and retrieve relevant information in the social sciences in books, government documents, articles, and reference books by using the online catalog, electronic databases, and world wide

web sources
- evaluate and document appropriate sources
- feel more confident about using the information resources of a large academic library

Recommended: Textbooks & Journal Article

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.
Available on Reserve in the Reserve Reading Room, Bartle Library **Z711.2 .L57 1998**

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog*
Lincoln,NE: Writer's Club Press/iUniverse.com. Access at http://www.acts.twu.ca/LBR/textbook.htm

The Academic Journal: Has it a Future?

Attendance, Assignments, Grading

- Students are required to attend all class sessions, to participate in class activities, and to complete the appropriate readings

- Students are required to send email messages to the instructor & to meet once with her to discuss their topic
- Students are required to complete the (6) assignments and the annotated bibliography project; Part A and Part B
- A grade of P/F will be determined by the satisfactory completion of the 6 **assignments** (42%) & the **bibliography** project: part A (10%) and part B (48%)
- This course will require use of the University Libraries' materials and facilities. It is the student's responsibility to be aware of the hours the library is open during the summer session
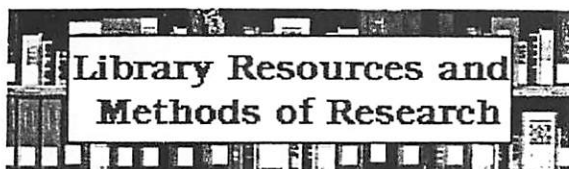
Campus Computer Accounts

Students will need to use a campus email account. If you do not have one, you can set up this account through the Computer Center. Once you receive your account, please send your email address to the instructor. Students are expected to abide by Computing Services'Acceptable Use Policy regarding the use of computer accounts, hardware, and software.

Library Web Resources
The Binghamton University Libraries Home Page provides links to Books & Articles, Internet & Library Resources, Web Search Tools, Library Services and general information About the Libraries.

Students using computers off campus will need to follow the directions on the Electronic Resources page to connect to "BU"only resources.

Created May 14, 2001, revised January 17, 2002
http://library.lib.binghamton.edu/instruct/hdev210/index.html
Comments to Prue Stelling - pstellin@binghamton.edu

Library Resources and Methods of Research

Welcome

The Ithaca College Library offers a one credit course, *Library Resources and Methods of Research*, during both blocks of the Fall Semester and the first block of the Spring Semester. The course includes a general introduction to the library's collections and services and provides instruction in planning a search strategy and conducting library research. *Library Resources and Methods of Research* has been offered at Ithaca College since 1974.

Here is the current schedule.

Here is the Online Study Guide for *Library Resources and Methods of Research*.

Here is the description of the course from the most recent H&S Supplement:

336-105, LIBRARY RESOURCES AND METHODS OF RESEARCH

(U LA), 1 CREDIT

INSTRUCTOR: Librarians

ENROLLMENT: 15 students per section

PREREQUISITES: None

OBJECTIVES: To enable students to 1) understand and use basic library materials and services, reference tools, periodical databases and other online resources; 2) comprehend the nature of research; 3) be able to formulate and clearly define a research topic and plan a search strategy; 4) become better critical thinkers as they analyze and evaluate the information and materials they gather.

STUDENTS: Primarily first year students and sophomores. Open to students in all majors.

FORMAT AND STYLE: A combination of classroom lectures and laboratory workshops in the library.

REQUIREMENTS: Regular attendance and active participation. Required text is an online study guide.

GRADING: A-F. The final grade is based on effective class participation, bibliographic search projects and assignments, quizzes, and an exam.

This page maintained by: John R. Henderson

Ithaca College Library.
Author: John R. Henderson
Last modified: October 18, 2001

LIBRARY 4

Information Retrieval

Course Information

Description

This library skill course is designed to enhance the student's ability to recognize the need for information, identify the location of information, evaluate and organize the information and present the information effectively. This one unit course is an independent study with an online workbook. Course assignments are designed to promote a hands-on approach to printed and electronic information resources.

Objectives

Upon completion of this course students should be able to:

o Locate materials and service desks in the WVC Library.
o Demonstrate knowledge of the Library of Congress Classification Scheme.
o Access information on various topics using the online catalog, printed indexes and electronic resources.
o Employ basic search techniques to locate information on the Internet.
o Evaluate, organize and present information effectively.
o Demonstrate an understanding of the basics of research paper development.

Requirements

o Attend an orientation meeting. If you register later than orientation, please make an appointment with the instructor.
o Submit all assignments.
o Schedule and attend final individual meeting with the instructor.

Required Materials

There is no textbook required. If you would like additional information, read _An Introduction to Information Research_ by Carla List. This book is placed on **Reserve**. The self-paced workbook is on this web site: http://webct.cvc1.org/public/LIB4/

Assignments

Course completion is dependent on satisfactory completion of the self-paced online workbook assignments. There are no examinations given. Students may ask any reference librarian to clarify questions about the assignments. **All six assignments should be submitted by**