I. CATALOG DESCRIPTION

This course prepares the student to address the challenges of an information-rich society. Students will learn how to develop an effective research strategy incorporating traditional library materials and emerging technologies. Information literacy skills can be applied to academic, professional, and personal pursuits.

II. EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

1. To recognize the value of information.
   1.1 Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
   1.2 Frames appropriate questions based on information needs.
   1.3 Defines a manageable focus and timeline.

2. To develop or formulate vocabulary based on the information needed.
   2.1 Identify and use appropriate search language for the topic in question.
   2.2 Identify and use appropriate search language for the source being used.
   2.3 Identify and use language, which describes broader, narrower, and related terms (synonyms).
   2.4 Identify and use thesauri and other tools to gather vocabulary.

3. To access information from appropriate sources.
   3.1 Understands and can use the variety of information sources available, including: Internet, CD-ROM interfaces, electronic library catalogs, microformats and print materials.
   3.2 Identifies a variety of potential sources of information.
   3.3 Can select those sources that are appropriate to a given need
   3.4 Consults experts for assistance/guidance when needed.
3.5 Understands standard systems of information organization.
3.6 Identifies and retrieves information relevant to the question/need.
3.7 Filters large amounts of information.

4. To critically analyze and evaluate information.
4.1 Determines accuracy, relevance, and comprehensiveness of information.
4.2 Assesses the reliability and accuracy of information.
4.3 Distinguishes among facts, points of view, and opinion.
4.4 Thinks critically about the content of information.
4.5 Understands the process of knowledge generation and publication patterns in appropriate disciplines/fields.

5. Identify public policy issues relating to the access to and uses of information.
5.1 Explain the concept of intellectual property rights, as it relates to patents, trademarks, and copyrighted materials.
5.2 Discuss the cultural contexts of intellectual property concepts.
5.3 Distinguish between “fair use” and plagiarism in various media and formats.
5.4 Discuss concepts and issues relating to freedom of expression.
5.5 Discuss the concepts of classified information and proprietary information.

III. COURSE CONTENT:

I. Recognizing Value of Information
   The economy of information
   Identifying need/Formulating questions
   Information anxiety
   Information overload
   Data is not knowledge

   Assignments [small group discussions, webboard or writing exercise]
   Sharing feelings on information anxiety
   Listing current information needs

II. (A.) Basic Fact Finding
   Using the reference collection
   Introduction to significant sources of data
   Primary source vs. secondary source

   Assignments
   Complete a fact finding assignment, post reaction to resources used on the webboard.

(B.) Technical Readiness
   Browsers
   Telnet clients
   Acrobat
   Saving to a disk/file naming
III. Developing a Focus/Selecting a Topic
Importance of a structured vocabulary
Identifying search terms, related, broader, narrower terms
Use of encyclopedias, vertical file, thesauri, Library Congress Subject Heading
Refining focus

Assignment:
Use a variety of sources to help identify terms related to an assigned subject. Students are encouraged to work in teams during class for the assigned subject. Students may choose their own topic for an individual assignment.

IV. Using an Online Catalog
Database structure Interlibrary loan (ILL)
Types of materials Citing books
Keyword vs. browse Interfaces
Limits Telnet Clients
Using Illinet Online

Assignment: Hands-on work stressing search strategy.
Short exploratory assignment having students e-mail search results to instructor/post to webboard.

V. Periodicals
Indexes (paper vs. electronic) ILL
Identifying vocabulary Citing Periodicals
Boolean searching Citing electronic sources
Using/comparing FirstSearch, IAC, ProQuest, EBSCO CD-ROMs
Scholarly vs. General

Assignment: Hands-on lab work stressing data elements. Short written assignment comparing results using different indexes.

VI. Evaluating Resources
Comparing functionality/Access/Interfaces Bias/Opinion
Authority Relevance to need
Currency of Information Completeness/Scope
Context

Assignment: Small group discussions followed by presentations based on student evaluations of in-class readings.

VII. The Internet
Browsers
Search directories
Search engines
Virtual libraries
Government Information

Assignment: Hands-on work stressing relevance of information and evaluation of resources. Short practical assignment.

VIII. The Value of Knowledge
Intellectual Property
Copyright
Fair use/plagiarism
Technology Issues

Assignment: In-class discussion of issues. Students will then locate an article, document, or book on one of the issues and post a reaction to the webboard.

Final Project:

Students will develop a portfolio documenting a search strategy on a topic of their choice.

IV. INSTRUCTIONAL METHOD:

Online demonstrations
Readings
Exercises
Small group discussions
Small group presentations
Lecture
Hands-on activities

V. INSTRUCTIONAL MATERIALS:

Course Study Guide will be provided.

VI. STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

• In Class Feedback
• Group Work
• Assignments
• WebBoard postings
• Portfolio

VII. REFERENCES:


