

ILLINOIS VALLEY COMMUNITY COLLEGE



Course Syllabus

Division: Academic Enrichment

Course: LIB 1000 Research Strategies

Date:	Spring 1999
Semester Hours:	1.0
Lecture hours per week:	One Hour
Labs hours per week:	None
Seminar hours per week:	None
Other hours:	None
Prerequisite:	None
Semester Offered:	Fall, Spring, Summer
Instructor(s):	Staff

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
Fairuse/plagerism
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:

Branch, Katherine Anne, et al. "Library Instruction and Information Literacy in Community and Technical Colleges." *RQ* 35 (Summer 1996): 476-483.

Change In Reference And BI : How Much Help and How? : Papers and Session Materials Presented at The Twenty-Second National LOEX Library Instruction Conference Held in Ypsilanti, Michigan, 13 to 14 May 1994 / edited by Linda Shirato and Rhonda Fowler. Ann Arbor, Mich. : Pierian Press, 1996.

Daragan, Patricia, et al. "Developing Lifelong Learners: An integrative and developmental Approach to Information Literacy." *Research Strategies* 14 (Spring 1996): 68-81.

Dyckman, L. M. "First You Push This Button, Then...:A Process Oriented Approach to Teaching Searching Skills." *Reference Librarian* 51/52 (1995): 249-265.

Fisher, Jean, et al. "Enabling Online End-User Searching: An Expanding Role for Librarians." *Special Libraries* 84 (Fall 1994): 281-291.

Kohl, D. F. "As Time Goes by.....: Revisiting Fundamentals." *Library Trends* 44 (Fall 1995): 423-429.

Library Instruction Revisited : Bibliographic Instruction Comes of Age / edited by Lynne M. Martin. New York : The Haworth Press, 1995.

Programs That Work : Papers and Session Materials Presented at The Twenty-Fourth National LOEX Library Instruction Conference Held in Ypsilanti, Michigan, 16 to 18 May 1996 / edited by Linda Shirato. Ann Arbor, Mich. : Pierian Press, 1997.

Reaching and Teaching Diverse Library User Groups : Papers Presented at The Sixteenth National LOEX Library Instruction Conference Held at Bowling Green State University, 5 & 6 May, 1988 / edited by Teresa B. Mensching. Ann Arbor, Mich.: Pierian Press, 1989.

What Is Good Instruction Now? : Library Instruction for The 90s : Papers and Session Materials Presented at the Twentieth National LOEX Library Instruction Conference Held at Eastern Michigan University 8 to 9 May 1992, And Related Resource Materials Gathered By The LOEX Clearinghouse / edited by Linda Shirato. Ann Arbor, Michigan: Pierian Press, 1993.