I. OVERVIEW

The following information will appear in the 2010 - 2011 catalog

LIBR 100  Research Methodology  2 Units

Formerly listed as: LR - 100: Research Methodology

Introduction to academic information sources, including traditional print resources, ebooks, online periodical and research databases, and the World Wide Web. Emphasis on the development of effective research strategies, and the retrieval, evaluation, and use of information for academic research assignments.

Field trips are not required. (A-F or P/NP - Student choice) Lecture

Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Information basics
      i. Information retrieval vs. academic research
      ii. Formats/mediums
      iii. Scholarly, substantive, popular
      iv. Primary, secondary, tertiary

   b. Analyzing and evaluating information and its sources
      i. Authority
      ii. Accuracy
      iii. Bias
      iv. Currency

   c. Research statements and questions
      i. Choosing topics suitable to typical college-level research assignments
      ii. Developing focused thesis statements
      iii. Defining research questions

   d. Identifying appropriate research terminology

Division: Learning Resources
Printed on: 01/12/2010 01:49 PM
i. Controlled vocabularies

ii. Natural language

e. Determining the extent of information needed

i. Scope of college assignments

ii. Availability of needed information

iii. Broadening search beyond local resources

f. Library catalogs

i. Library of Congress Classification System

ii. YCCD libraries catalog

a. Scope and coverage

b. Basic and advanced search strategies

c. Retrieval options

d. Intercampus borrowing

iii. Other Library Catalogs (one or more of the following)

a. CSU, Stanislaus

b. Stanislaus County Free Library

c. Melvyl (University of California)

iv. Interlibrary borrowing

g. Use of encyclopedias, indexes and other reference sources (print and electronic)

i. Scope and coverage

ii. Specific print titles

iii. Specific electronic databases

iv. Retrieval options

h. Use of periodicals (print and electronic)

i. Scope and coverage

ii. Basic and advanced search techniques

iii. Retrieval options

i. Use of World Wide Web

i. Scope and coverage
ii. Search tools (including one or more of those listed below)
   a. Subject directories
   b. Search engines
   c. Vertical engines and other specialized search tools

iii. Basic and advanced search techniques

j. Using information effectively and legally
   i. Organizing information to support research statements and questions
   ii. Directly quoting, paraphrasing, and summarizing information
   iii. Plagiarism issues
   iv. Citing sources
      a. Purpose of citation
      b. Specific formats

B. HOURS AND UNITS

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2 Units

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Assigned readings
4. Demonstrating the use of library resources, including print sources, online catalogs and databases, and the world wide web. Demonstration of information evaluation techniques, writing techniques, and source citation.
5. Guided practice using library resources including print sources, online catalogs and databases, and the WWW. Also, guided practice evaluating information, communicating information in writing, citing information sources, etc.
6. Independent practice using library resources including print sources, online catalogs and databases, and the WWW. Also, independent practice evaluating information, communicating information in writing, citing information sources, etc.

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
Time spent on coursework in addition to hours of instruction (lecture hours)

- Weekly readings from the text
- Weekly assignments designed for students to demonstrate understanding and proficiency with the theories and skills taught in class.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   Sample prompt for types of information assignment: Describe in your own words the difference between substantive information and scholarly information. Give an example of each.

   Sample prompt for research questions assignment: Imagine you are faced with writing a paper arguing for the cognitive benefits of playing video games. Brainstorm a minimum of five ordered research questions supporting this task.

   Sample prompt for paraphrasing/summarizing assignment: Using the direct quotes you found in reference books last week, write a paragraph that answers one of your research questions (e.g. “What is the history of _______?”). Your goal for this assignment is to effectively use your own voice to express the ideas of others. Avoid using any direct quotes; instead, use a combination of paraphrasing and/or summarizing the information you have found. Be sure to obey all MLA conventions in terms of in-text citation, Work Cited list, and formatting.

   Sample prompt for web evaluation assignment: Using any search technique discussed in class, go out on the WWW and locate two academically viable documents addressing the issue of financing health care reform. Evaluate each document in terms of authority, bias, and currency. Fill out an evaluation form for each document, and cite each document in MLA format.

   Sample prompt for bias assignment: Look at the following two web documents on drug legalization.

   - www.heritage.org/research/SocialSecurity/bu122.cfm
   - www.drugpolicy.org/library/tlcameri.cfm

   Address the following questions for each document:
   - What organization sponsors the publication of this document?
   - Is this sponsoring organization biased? How?
   - Who authored the document, and what is the author's credentials?
   - Is this a “pro-legalization” or “anti-legalization” document?

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**E. TEXTS AND OTHER READINGS (TYPICAL)**


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**III. DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   - Utilize successful strategies for college-level research, including locating, retrieving, evaluating, and using information from a variety of print and electronic formats.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*
a. Understand the ethical and legal issues surrounding the use of information and information technology.

b. Analyze and evaluate information and its sources critically.

c. Formulate research statements and questions appropriate to college-level research.

d. Determine the extent of information needed.

e. Use online library catalogs to find books and other library materials supporting research statement.

f. Use standard reference books to find information supporting research statement.

g. Use online databases to find information supporting research statement.

h. Use World Wide Web search tools to locate documents relevant to research statement.

i. Use information effectively to accomplish a specific purpose.

j. Prepare a list of information sources using MLA and/or other appropriate formats.

k. Apply the skills gained in information competency to enable lifelong learning.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Weekly graded assignments

2. Weekly written quizzes and examinations

3. Periodic class presentations and/or contributions

B. SUMMATIVE ASSESSMENT

1. Cumulative research project