I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**LIBR 120**  
*Library Research on the Internet*  
1 Unit

Formerly listed as: LR - 120: Library Research on the World Wide Web

Introduction to online research, with an emphasis on the concepts and skills necessary for academic research. Analysis of advantages and limitations of web-based information; extensive practice on a variety of standard search tools, including online library catalogs, online periodical and research databases, subject directories, and search engines. Evaluation of online information and documentation of online sources in APA and MLA formats.

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. Introduction to online research tools

      i. Traditional library resources available online

         a. Library catalogs

         b. Subscription databases

         c. Advantages and disadvantages to using traditional library resources

      ii. WWW resources

         a. Types of research information available on the WWW

         b. Web domains

            a. Educational (.edu)

            b. Government (.gov)

            c. Non-profit organization (.org)

            d. Commercial (.com)

         c. Advantages and disadvantages to using WWW resources

   b. Fundamental research strategies
i. Development of clearly defined research questions

ii. Search vocabulary
   a. controlled vocabulary
   b. natural language queries

iii. Boolean queries

iv. Evaluation of information
   a. authority
   b. accuracy
   c. bias
   d. currency

c. Traditional library resources available online
   i. Online library catalogs
      a. Scope
      b. Coverage
      c. Search techniques
      d. Retrieval options

   ii. Online single content provider databases
      a. CQ Researcher (or similar)
         a. Scope
         b. Coverage
         c. Search techniques
         d. Retrieval options
      b. Issues and Controversies (or similar)
         a. Scope
         b. Coverage
         c. Search techniques
         d. Retrieval options

   iii. Online aggregate databases
      a. Gale databases (or similar)
a. Scope
b. Coverage
c. Search techniques
d. Retrieval options

b. LexisNexis Academic (or similar)
   a. Scope
   b. Coverage
   c. Search techniques
   d. Retrieval options

c. EbscoHost (or similar)
   a. Scope
   b. Coverage
   c. Search techniques
   d. Retrieval options

d. World Wide Web search tools
   i. Subject directories
      a. Scope
      b. Coverage
      c. Basic and advanced search techniques
   ii. Search engines
      a. Scope
      b. Coverage
      c. Search techniques

e. Citing Sources
   i. Avoiding plagiarism
   ii. MLA citation of sources
   iii. APA citation of sources
   iv. search engines
B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>18</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lectures on the development of research strategies, the use of various search tools and techniques, evaluation of information, citing of sources, etc.

2. Interactive discussion on the development of research strategies, the use of various search tools and techniques, evaluation of information, citing of sources, etc.

3. Demonstrations of various search tools and techniques, evaluation of information, citing of sources, etc.

4. Guided practice in the development of research strategies, the use of various search tools and techniques, evaluation of information, citing of sources, etc.

5. Independent practice on the development of research strategies, the use of various search tools and techniques, evaluation of information, citing of 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)
   
   1. Weekly assignments requiring students to identify appropriate research tools, construct search queries, find and evaluate information, and cite sources in a recognized format.
   2. Preparation for comprehensive final exam and final project.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   - Explain the difference between authority and bias in terms of information evaluation. Please include examples.
   - Can information be authoritative and biased at the same time? Explain your reasoning and include examples.
   - Carefully review the web documents listed below. For each document, be prepared to present a verbal critique in which you address the following questions:
     - Who is the author of the document?
     - What organization (if any) is responsible for its content?
     - Is the site authoritative? Why or why not?
     - Is your site objective? Why or why not?
     - Ultimately, do you feel this site is appropriate for inclusion on an academic bibliography? Defend your conclusion.

   (list of web documents, including URLs, follows. These documents change every semester to reflect timely topics)

   - Below are two online news articles reporting on the same event. Which one of them would be more appropriate for inclusion on an academic bibliography? Why? (paired documents, including URLs, follow this question. One of each pair is from a standard substantive, authoritative source, while the other is from a popular, less-academic source)
- Examine the following web documents in terms of authority, bias, and timeliness. Please be sure to comment on all three evaluative criterions for each document.
  (list of web documents, including URLs, follows. These documents change every semester to reflect timely topics)
Web Searching Exercise - Typical Assignment Prompts

- Explain under what circumstances you would use a search engine over an online periodical database.

- You conduct a Google search for UNIVERSAL HEALTH CARE and retrieve over five million documents. Identify and explain three advanced search strategies you can employ to retrieve a smaller list of web documents.

- Imagine you are writing a paper on the effects divorce has on children. You have posed the following research question: What effect does divorce have on a child’s academic success? Using Google, or a search tool of your choice, find two U.S. government web sites that contain an answer (or a partial answer) to your question. Attach the web documents to your work, noting where in the documents your question is addressed. Create and attach MLA citations for each document. Be prepared to present your search query/strategy to the class.

- Imagine you are writing a paper on the benefits of preschool education. Using Infomine, Google, or another search tool of your choice, find two relevant web documents on this topic. You will be graded not only on finding relevant documents, but also on the documents’ suitability for inclusion on an academic bibliography. Be sure to evaluate the documents for authority, bias, and currency! Attach the web documents to your work, as well as the MLA citations for the documents you find. Be prepared to share your search query/strategy to the class.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

use traditional online library resources and the World Wide Web to complete research for college courses. Students will be able to identify appropriate internet research tools, use these tools to find and retrieve relevant information, critically evaluate information in terms of authority, bias, and currency, and cite information in standard formats such as MLA and/or APA.

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. Explain the difference between online library databases and the World Wide Web
b. Compare and contrast various online research tools
c. Create successful search strategies for online research in an academic setting
d. Select appropriate online research tools to complete research
e. Use a variety of online research tools locate scholarly/substantive research material
f. Critically evaluate information to determine authority and identify bias

g. Cite information using MLA and/or APA formats

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class written assessments requiring students to demonstrate understanding of learned information literacy concepts such as authority, bias, accuracy, and currency of sources; online databases vs. WWW sources; Boolean queries; subject vs. keyword searching, etc.

2. Homework assignments requiring students to demonstrate understanding of learned information literacy concepts (see number one, above).

3. In-class oral presentations requiring students to demonstrate understanding of learned information literacy concepts (see number one, above)

B. SUMMATIVE ASSESSMENT

1. Final exam

2. Final project in which students are randomly assigned a set of research questions and must use learned skills to locate, evaluate, and cite a variety of academically appropriate online resources answering those questions