### SECTION A - Course Information

1. **Course ID:** LIBR 1A  
2. **Course Title:** Introduction to Library Research  
3. **Division:** Library and Learning Resources Division  
4. **Department:** Library Department  
5. **Subject:** Library and Instructional Media  
6. **Short Course Title:** Library Research  
7. **Effective Term:** Summer 2012

### SECTION B - Official Course Information

1. **Recommended Class Size:**  
   a. **Maximum Class Size:** 30  
   b. **Class Size Approval Date:**  
2. **Method of Instruction:**  
   - **Lecture**  
   - **Laboratory**  
   - **Lecture and Laboratory**  
   - **Independent Studies**  
   - **Distance Learning (Distance Education Delayed) for online courses.**  
   - **Distance (Hybrid Online) for online supported courses**  
3. **Contact Hours for a Term:**  
   
   *Note: If not a variable unit/hour course, enter the hours in the "Low" column only. Leave the hours in the "High" column blank.*  

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
<th>Lab/Lecture Parity?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>18.00</td>
<td>To</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lab</td>
<td>To</td>
<td>To</td>
<td>Lab/Lecture Parity?</td>
<td></td>
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</tr>
<tr>
<td>Activity</td>
<td>To</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clinical</td>
<td>To</td>
<td></td>
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<tr>
<td>Total Hours</td>
<td>18</td>
<td>To</td>
<td></td>
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</tbody>
</table>
4. **Credit Units:** 1.00  

1 Unit of credit per eighteen (18) hours of lecture contact hours for a term  
1 Unit of credit per fifty-four (54) hours of lab, activity or clinical contact hours for a term

5. **Taxonomy of Programs (TOPS) Information:**  
   a. **TOPS Code and Course Program Title:**

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MT SAN ANTONIO COLLEGE  

--FOR COMPLETE OUTLINE OF RECORD SEE MT SAC WEBCMS DATABASE--  
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160100 - Library Science, General

b. Course Control Number:
(To be entered by the Instruction Office Only.)

6. SAM Priority Code:(Select One)

☐ Apprenticeship
  Courses offered to apprentices only.

☐ Advanced Occupational
  Courses taken in the advanced stages of an occupational program. Each “B” level course must have a “C” level prerequisite in the same program area.

☐ Clearly Occupational
  Courses taken in the middle stages of an occupational program. Should provide the student with entry-level job skills.

☐ Possibly Occupational
  Courses taken in the beginning stages of an occupational program.

☐ Non-Occupational

7. Please place this course into the appropriate discipline by selecting from the drop down list. The discipline placement indicates what preparation is needed to teach the course. Discipline faculty may place their courses into more than one discipline as appropriate:

8. General Course Information

a. Course Credit Status: D Credit – Degree Applicable
b. State Transfer Code: A Transferable, UC/CSU/Private
c. State Classification Code: A Liberal Arts/Sciences Degrees
d. Basic Skills Status/Level: N Not a Basic Skills Course
e. Sports/Physical Education Course: ☐ Yes

(Only check here if the course is a physical education course.)
f. Grading Method: Letter Grade Only
g. Number of repeats allowed: Non-repeatable Credit (equates to 0 repeats)
h. Overlap/Duplicate Course:

9. Course Preparation:

Note: If this course has a new requisite, a content review supplemental form must be completed.

☐ Prerequisite
Corequisite

☐ Advisory

Eligibility for ENGL 68

☐ None

10. Course Special Designators

11. Course Program Status

☐ Program Applicable  ☐ Stand-alone

12. Funding Agency Category:

☐ Not Applicable

☐ Primarily developed using economic development funds

☐ Partially developed using economic development funds

SECTION C - Transfer Status

Baccalaureate Status is granted by the Educational Design General Education and Baccalaureate Level Subcommittee.

☐ CSU Transferable  Approval Date:

☐ UC Transferable

SECTION D - General Education Request

Mt. San Antonio College and CSU General Education course approval are submitted to the Educational Design GE and BL Subcommittee for approval.

1. The Articulation Officer submits the course directly to the CSU Chancellor for approval.

2. Upon receiving approval, the course is approved for the Mt. SAC Associate Degree GE and placed in the area(s) CSU approval indicate(s).

☐ Yes  ☑ No  Approved for inclusion on Mt. SAC and CSU General Education List?

1. Mt SAC General Education Applicability:

2. CSU General Education Applicability (Requires CSU approval):

3. IGETC Applicability (Requires CSU/UC approval):
1. Course Descriptions
   
a. Catalog Description

   Research strategies for academic research and critical thinking. Topics include search strategies, citation of sources, and use and evaluation of library resources.

   b. Class Schedule Description:

   ☑ Yes ☐ No Is a course description to be printed in the Class Schedule?

   Research strategies for academic research and critical thinking.

2. Course Outline Information
   
a. Lecture Topical Outline:

   - Criteria to evaluate sources of information
   - Evaluation and selection of sources of information
   - Reference sources
   - Research question or research statement development
   - Library catalogs
   - Book evaluation and selection
   - Periodical databases
   - Periodical article evaluation and selection
   - Search techniques that narrow or refine search results
   - Search techniques that broaden search results
   - Controlled vocabularies to increase search result precision
   - Research strategies to construct effective search queries
   - Research strategies to develop plans and timelines for research projects
   - Academic integrity and source documentation
   - Final exam

   b. Lab Topical Outline:

3. Course Measurable Objectives:

   1. Articulate information needs as research statements or questions. (ACRL Standard 1.1)
   2. Identify and select research tools and sources appropriate for accessing needed information. (ACRL Standard 2)
   3. Formulate and refine research strategies by applying effective search techniques. (ACRL Standards 2 and 4)
   4. Evaluate and select sources based on reliability and relevance. (ACRL Standard 3)
   5. Compose citations for a variety of types of sources following a documentation style guide. (ACRL Standard 5.3)
4. Course Methods of Evaluation:

   **Category 1. Substantial written assignments for this course include:**

   Written evaluation of five sources. For each source, students will apply at least two evaluative criteria discussed in the course. Length: Approximately 2-3 pages total, or one well-constructed paragraph (125-150 words) per source.

   If the course is degree applicable, substantial written assignments in this course are inappropriate because:

   Written research plan requiring students to develop a research statement or question, a timeline to complete the research project, and identify which research tools and strategies will be used to find different types of sources. Length: 2 pages.

   Written analysis of search strategies. Students will analyze two of their own searches or searches provided by the instructor, identify ineffective techniques, propose solutions and explain why their solution is more effective. Length: 300-400 words.

   Written essay requiring students to discuss source reliability, search strategies, or research tools (e.g., compare Google with proprietary databases). Length: 3-4 pages.

   **Category 2. Computational or non-computational problem solving demonstrations:**

   Formulation of 2-3 search queries that narrow search results.

   Formulation of 2-3 search queries that broaden search results.

   Development of 3-5 research questions or statements appropriate for college level research assignments.

   Composition of 20-30 citations for a variety of sources following a standardized citation style. This number of citations could be covered over a series of assessment measures throughout the semester.

   Identification of the controlled vocabulary for concepts related to student research topics or topics provided by the instructor.

   **Category 3. Skills Demonstrations:**

   NA

   **Category 4. Objective Examinations:**

   Multiple choice, completion, matching items, short answer, and true/false questions will assess student understanding of course terminology, search techniques, research tools, evaluation of sources and other concepts covered in the course.

5. Sample Assignments:
1. Evaluative Annotated Bibliography and Research Process Description
Write the research statement or thesis that you are using for your research project.

Find five outside relevant and reliable sources. At least four of the five sources must be accessed through the Mt. SAC Library’s research tools (online or print).

For each of the five sources: 1) Write an MLA citation. 2) Write one annotation justifying why you selected this source. In each annotation, state how the source is relevant to your research statement, and argue why the source is reliable using at least two criteria from our “Evaluating Sources” handout. The annotation must be one well-constructed paragraph of about 125-150 words. 3) Write one well-constructed paragraph describing how you found the source (125-150 words).

2. Essay
Read “Is Google Making Us Stupid?” by Nicholas Carr. Do you agree or disagree with the question at issue: Is Google making us stupid? Take a position and support it with specific examples and details from the Carr piece, our Research Strategies textbook, and from what we covered in class. This essay must be 3-4 pages. Follow MLA formatting guidelines (1 inch margins, double-spaced, 12-point font) and include citations for your sources.

3. Practice Constructing Search Queries and Controlled Vocabulary
Use WilsonWeb OmniFile Mega to construct search queries for the following scenarios. For each scenario:
a. identify the main concepts in the research scenario
b. use the database thesaurus to identify the controlled vocabulary for each of the main concepts
c. formulate search queries using controlled vocabulary and at least one additional search technique
d. write your “best” search query and explain how the search techniques that you employed resulted in relevant search results

4. Analysis of Search Strategies and Problem Solving
Below are two ineffective searches. Step 1: Identify the ineffective choices that the searcher is making and write a critique. (Next to each scenario, you will see a note indicating how many bad choices to identify.)
Step 2: Propose solutions to the searcher’s problems and explain why your solutions are more effective.
Step 3: For each scenario, conduct a search using your proposed solutions. Print out your most effective search and attach it to this assignment.

6. Representative Text:

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<thead>
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<th>Book 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Badke, William</td>
</tr>
<tr>
<td>Title: Research Strategies: Fundamentals Through the Information Fog</td>
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<tr>
<td>Publisher: Universe</td>
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