COURSE DISCIPLINE : LIB

COURSE NUMBER : 100

COURSE TITLE (FULL) : Critical Approaches to Information Research

COURSE TITLE (SHORT) : Critical Approaches to Information Research

ACADEMIC SENATE DISCIPLINE: Library Science

CATALOG DESCRIPTION

LIB 100 introduces students the effective use of library and non-library information resources and services in a variety of academic disciplines and professions. Students learn the core concepts of information retrieval and the essential techniques of organizing, presenting, evaluating, and analyzing information as well as how to properly attribute sources used. Topics include: information cycle and timeline; comparing, contrasting, and selecting library and open web resources; types and characteristics of information sources; effective information research planning; search techniques, evaluation criteria, and ethical use of information. This class enhances critical thinking and evaluation skills by using a variety of textual, graphical, visual, and audio (re)sources to assess how information is produced, consumed, and presented and teaches students how to assess sources for perspective, veracity, and authority in order to develop the ability to apply critical thinking practices to specific disciplinary contexts and information problems within the student's field of interest.

CATALOG NOTES

Students completing LIB 100, LIB 191, LIB 190 will receive a maximum of three units of credit. This class is eligible for Pass/No-Pass Option.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00
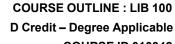
Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	No
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	No
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	No
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	No
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	No
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	No
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	No
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	No
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	No
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	No
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	No
12	ESL	151	Reading and Composition V	summarize readings;	No
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	No

14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	No
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	No
16	ESL	151	Reading and Composition V	employ basic library research techniques;	No
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	No

EXIT STANDARDS

1 recognize the ethical use of information and proper attribution;
2 formulate a research question of an appropriate scope for an assignment;
3 recognize and apply evaluation criteria;
4 recognize how context contributes to the construction of authority;
5 articulate how the information process determines the nature of information sources;
6 articulate how the process of information creation affects the veracity and reliability of sources;
7 develop strategic search practices in order to locate the background and origin of a source;
8 analyze a source for its value as a commodity that has economic, cultural, political, and social facets.

STUDENT LEARNING OUTCOMES

1 apply research techniques and strategies as a means for inquiry in developing a research question to fulfill an information need;
2 recognize how to use information ethically;
3 critically assess a source for its value, context, degree of credibility, authority, and purpose to determine its value as evidence to support a claim;
4 develop a critical approach to assessing source types and formats within the information creation and dissemination process.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Overview of Library Resources and Services • Libraries and collections, with emphasis on academic libraries • Organization and structure of information • Classification systems • Library terminology	5	0	5

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2	Research Process as Inquiry • Resources for developing a working knowledge • Design a research question to facilitate inquiry • Information timeline and cycle	6	0	6
3	Information Resources Information Access • Online library catalogs • Discovery tools • Library subscription databases • Reliable open web resources • Using call numbers, citations, and URLs Characteristics of different types of sources • Format vs. access • Coverage and scope • Popular vs. academic/scholarly • Audience Search Techniques • Keyword selection and Boolean operators • Phrase searching • Domain searching • Field searching and limiters • Controlled vocabulary/subject searching	6	0	6
4	Ethical Use of Information • Proper attribution vs. plagiarism • Using citations to find sources • Elements of citations and citation style format • Creative Commons • Copyright and Fair Use	5	0	5

5	Evaluating Information • Reviewing search strategies and refining source selection • Selecting for appropriateness, relevance, purpose, and authority • Vetting and verifying sources for reliability and credibility	6	0	6
6	Nature of Information Sources • Source hierarchy • Textual/visual • Primary vs. secondary • Assertion vs. verification • News vs. editorials/commentaries	3	0	3
7	Veracity of Information Sources • Plausibility • Skepticism • Misinformation/disinformation (i.e.: intentionality, unintentionality, inaccuracy) • Assertion vs. verification • Completeness • Reliability through reputation • Independent corroboration	4	0	4
8	Nature of evidence and the process of information creation • Indirect vs. direct evidence • Quality control/evidence • Evidenced-based research	3	0	3
9	Context of Information Sources • Information neighborhoods • Communities of knowledge • Belief vs. understanding	3	0	3
10	Construction and (Re)presentation of Information • Misinterpretation • Content vs. display • Parody, satire, spoof, irony • Cultural influences/literacy • Authenticity	5	0	5

11	Nature of Bias • Media/audience, personal/confirmation • Point of view/perspective • Selective dissonance	4	0	4
12	Specialized Research in Social Sciences Humanities, Sciences, Business • Conceptualization of the specialized paper • Resources in Social Sciences, Humanities, Sciences, Business • Guest presenters from representative disciplines	4	0	4
				54

OUT OF CLASS ASSIGNMENTS

1   exercises and homework (e.g. concept maps, search strategies/techniques worksheets, research logs documenting the research process and assessment of sources found per research question);
2   journaling/discussion postings (e.g. identifying characteristics of questionable sources);
3   short criticism or analysis papers (e.g. identifying the perspective, purpose, or bias in a source using evidence from the source itself, and contextual factors);
4   annotated bibliography (e.g. bibliography based on a specific, developed research question; research diary/journal describing specific search strategies, techniques and evaluation skills applied to a research question to support a claim);
5   case study on an information problem (e.g. analysis of claim for veracity, plausibility, etc. based on media/metaliteracy criteria and developing a plan using information literacy skills to verify or debunk all or portions of claim).

METHODS OF EVALUATION

1   works-in-progress for instructor review (e.g. draft annotations and incorporating sources)
2   presentations/demonstrations;
3   problem-based assignments/exams;
4   formalized assessments (e.g. ungraded surveys, quizzes, etc.)

METHODS OF INSTRUCTION

☑ Lecture

☑ Laboratory

☐ Studio

☑ Discussion

☑ Multimedia

☑ Tutorial

☐ Independent Study

☑ Collaboratory Learning

☑ Demonstration

☐ Field Activities (Trips)

☑ Guest Speakers

☑ Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
A Field Guide to Lies: Critical Thinking in the Information Age		Dutton	1	Print book (although it is likely available as an eBook or on a Kindle)	Daniel J. Levitin	9781101985588	2016
Choosing and Using Sources: A Guide to Academic Research		Ohio State University	1	eBook	Ohio State University Libraries	OER text	2016
The Information Literacy User's Guide		Open Suny Textbooks, SUNY Albany		ebook	Greg Bobish, ed.	OER Textbook	2014
Web Literacy for Student Fact Checkers and Other People Who Care about Facts		PB Press Books (Self-published)	1		Mike Caulfield	OER	2017
Introduction to College Research	Required	Press Books		OER	Walter D. Butler	https://introtocollegeresearch.pressbooks.com/	2021