Glendale College
Course Outline of Record Report

Course ID 010342
Cyclical Review - September 2023

LIB100 : Critical Approaches to Information Research

General Information

Author:	• Aisha Conner-Gaten
Attachments:	DE Addendum LIB 100 COR 9_27_23 CoDE 10_24_23.pdf
Course Code (CB01) :	LIB100
Course Title (CB02) :	Critical Approaches to Information Research
Department:	LIB
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1699.00) Other Library Science
CIP Code:	(25.9999) Library Science, Other.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000596472
Curriculum Committee Approval Date:	09/27/2023
Board of Trustees Approval Date:	11/21/2023
Last Cyclical Review Date:	09/27/2023
Course Description and Course Note:	LIB 100 introduces students to the effective use of library and non-library information resources and services to find reliable sources for everything from academic courses to everyday living. 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.
Justification:	Mandatory Revision
	Cyclical Review; updates approved by LIBD on 12/6/23; updated catalog description, SLOs, content and updated ENGL advisory.
Academic Career:	• Credit

Academic Senate Discipline

Primary Discipline:	• Library Science
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by
Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education
Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Studio Hours	0	0	Lecture	54
			Laboratory	0
			Studio	0
			Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL151 - Reading And Composition V

Outcomes
- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- 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.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

Advisory

ENGL101 - Introduction to College Reading and Composition

Outcomes:
- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence; 6 integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

No value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Laboratory
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Tutorial
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activities (Trips)
Methods of Instruction	Presentations

Out of Class Assignments

- 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)

- Journaling/discussion postings (e.g. identifying characteristics of questionable sources)
- 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)
- 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)
- 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)
- Scenario-based group projects

Methods of Evaluation

Methods of Evaluation	Rationale
Other	Works-in-progress for instructor review (e.g. draft annotations and incorporating sources)
Presentation (group or individual)	Presentations/demonstrations
Exam/Quiz/Test	Problem-based assignments/exams
Exam/Quiz/Test	Formalized assessments (e.g. ungraded surveys, quizzes, etc.)

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Daniel J. Levitin	A Field Guide to Lies: CRITICAL THINKING WITH STATISTICS AND THE SCIENTIFIC METHOD	Dutton	2019	9780593182512

Other Instructional Materials (i.e. OER, handouts)

Description	Choosing and Using Sources: A Guide to Academic Research
Author	Ohio State University Libraries
Citation	University of Ohio Libraries. Choosing & Using Sources: A Guide to Academic Research. The Ohio State University, 2016. ohiostate.pressbooks.pub, https://ohiostate.pressbooks.pub/choosingsources/.
Online Resource(s)	

Description	The Information Literacy User's Guide
Author	Greg Bobish, ed.
Citation	Bobish, Greg, editor. The Information Literacy User's Guide: An Open, Online Textbook. Open SUNY, 2014, https://open.umn.edu/opentextbooks/textbooks/190.
Online Resource(s)	

Description	Introduction to College Research
Author	Walter D. Butler
Citation	Butler, Walter D., et al. Introduction to College Research. pressbooks.pub, https://pressbooks.pub/introtocollegeresearch/.

Online Resource(s)

Description	Web Literacy for Student Fact Checkers and Other People Who Care about Facts
Author	Mike Caulfield
Citation	Caulfield, Mike. Web Literacy for Student Fact-Checkers. Self-published, 2017. pressbooks.pub, https://pressbooks.pub/webliteracy/.

Online Resource(s)

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Recognize the information cycle as a community conversation that may include primary, secondary, popular, peer-reviewed, and other source types.

Formulate a research question to guide inquiry.

Design and use search strategies by brainstorming key words, refining search terms, and using advanced limiters in different systems.

Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats.

Assess sources for credibility, considering indicators such as authority, currency, accuracy, point of view, purpose, evidence and the context of how information is produced.

Recognize that critical assessment of information is an empowering practice that furthers civic engagement in a democratic society.

Use citation and attribution to give credit to the ideas and work of others.

Recognize underlying factors (racial, ethnic, gendered, linguistic, and socioeconomic) that impact inequities in the access to and the creation of information sources.

SLOs

Recognize research as a nonlinear, iterative process of inquiry.   Expected Outcome Performance: 70.0

LIB Core PLOs	Apply critical thinking to interpret the ethical, legal, socioecomic, and cultural value of information.
	Evaluate sources for credibility, accuracy, relevance, point of view, and authority
	Recognize research as a nonlinear, iterative process of inquiry.

Evaluate sources for credibility, accuracy, relevance, point of view, and authority as a part of the information landscape.

Expected Outcome Performance: 70.0

LIB Core PLOs	Apply critical thinking to interpret the ethical, legal, socioecomic, and cultural value of information.

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Expected Outcome Performance: 70.0

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	Evaluate sources for credibility, accuracy, relevance, point of view, and authority

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

Yes

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

Revised SLOs map to library's instruction program level outcomes (https://campusguides.glendale.edu/library/instruction/program) with focus on critical thinking in the evaluation of information in media and online formats.

SLO Evidence

No Value

Course Content

Lecture Content

Overview of Library Resources and Services (5 hours)
- Libraries and collections, with emphasis on academic libraries
- Organization and structure of information
- Classification systems
- Library terminology

Research Process as Inquiry (6 hours)
- Resources for developing a working knowledge
- Design a research question to facilitate inquiry
- Information timeline and cycle

Information Resources (6 hours)
- Information Access
  - Discovery tools

- Online library catalogs
- 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

Ethical Use of Information (5 hours)
- Proper attribution vs. plagiarism
- Using citations to find sources
- Elements of citations and citation style format
- Creative Commons
- Copyright and Fair Use

Evaluating Information (6 hours)
- Reviewing search strategies and refining source selection
- Selecting for appropriateness, relevance, purpose, and authority
- Vetting and verifying sources for reliability and credibility

Nature of Information Sources (4 hours)
- Source hierarchy
- Textual/visual
- Primary vs. secondary
- Assertion vs. verification
- News vs. editorials/commentaries

Veracity of Information Sources (6 hours)
- Plausibility
- Skepticism
- Misinformation/disinformation (i.e.: intentionality, unintentionality, inaccuracy)
- Assertion vs. verification
- Completeness
- Reliability through reputation
- Independent corroboration

Nature of evidence and the process of information creation (3 hours)
- Indirect vs. direct evidence
- Quality control/evidence
- Evidenced-based research

Context of Information Sources (4 hours)
- Information neighborhoods
- Communities of knowledge
- Belief vs. understanding
- Critical information literacy
  - Historical racism in publishing
  - Citation and attribution inequities
  - Algorithms and information justice

Construction and (Re)presentation of Information (5 hours)
- Misinterpretation
- Content vs. display
- Parody, satire, spoof, irony
- Cultural influences/literacy
- Authenticity

Nature of Bias (4 hours)
- Media/audience, personal/confirmation

- Point of view/perspective
- Selective dissonance

Total Hours: 54