GAVILAN ✠ COLLEGE

Course Outline

COURSE: LIB 99   **DIVISION:** 10   **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014   CURRICULUM APPROVAL DATE: 12/09/2013

SHORT TITLE: RESEARCH SKILLS ENGL 1A

LONG TITLE: Research Skills for English 1A

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

COURSE DESCRIPTION:

This course develops information competency skills as defined by the Academic Senate for CA Community Colleges. It is designed to be integrated with English 1A curriculum, so that these skills are developed in a meaningful context. It includes lessons and activities related to understanding the research process; developing a research question and a research strategy; taking notes for research; general principles of searching; effective use of the library catalog and online databases; finding and evaluating internet sources; citing sources; and creating an annotated bibliography. ADVISORY: This course will be part of a Learning Community. This course will be paired with specific sections of ENGL 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
        L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
        02 - Lecture and/or discussion
        05 - Hybrid
        72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1.   Students will list the basic stages of the research process and write a personal reflection about the way he/she engages in that process.

Measure: Short writing assignment and a graphic of how they go through the research process.

PLO:

ILO: 2.1, 2.6, 3

GE-LO: A

Anticipated Year of Assessment: 2014

2.   Students will develop a research topic into a focused research question by broadening or narrowing and by confirming appropriate resources are available.

Measure: Written research questions, bibliographies of potential resources, graphic organizers for shaping research topics into questions.

PLO: 2, 3

ILO: 1,2, 3

GE-LO: A

Anticipated Year of Assessment: 2014

3.   Students will use a systematic method to take notes for research.

Measure: Research notes

PLO: 1

ILO: 2, 3

GE-LO: A

Anticipated Year of Assessment: 2014

4.   Using the library catalog, students will demonstrate basic search principles such as Boolean searches and standard limiters to locate books and reference resources related to their research question.

Measure: bibliography

PLO: 1

ILO: 3

GE-LO: A

Anticipated Year of Assessment: 2014

5.   Students will construct search strategies using appropriate commands for the information retrieval system selected.

Measure: Quizzes, search histories

PLO: 1,3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2014

6.   Students will differentiate between popular and scholarly sources of information and apply the knowledge to specific research problems.

Measure: bibliography, annotated bibliography, quiz

PLO: 3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2014

7.   Students will assess the quantity , quality and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized.

Measure: search histories, quizzes

PLO: 1,3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2014

8.   Students will examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias.

Measure: written exercises, quizzes, bibliographies

PLO: 1,2, 3

ILO: 2,3

GE-LO: A

Anticipated Year of Assessment: 2014

9.   Students will differentiate between the types of sources cited and be able to use the elements and correct syntax of a citation for a wide range of resources.

Measure: bibliographic citations, quizzes

PLO: 1

ILO: 3

GE-LO: A

Anticipated Year of Assessment: 2014

10.   Students will create an annotated bibliography that includes resource types that best help address the research question, summarizes the relevant content of each source, and follows standard citation conventions.

Measure: annotated bibliography

PLO: 1,2, 3

ILO: 3

GE-LO: A

Anticipated Year of Assessment: 2014

PROGRAM LEARNING OUTCOMES:

1. Students will use information technology tools to locate, retrieve, organize, and present information.

2. Students will increase their ability to state a research question, problem or issue.

3. Students will determine information requirements for the research question, problem or issue.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/09/2013

2 Hours

The research process: understanding the stages of the research process and the recursive nature of that process.

Student Performance Objectives (SPO): Students will write the stages of the research process and create a graphic representation of their own methods of engaging in that process.

4 Hours

State a research question

a.   Choosing a topic

b.   Seek background information—Reference sources, general magazines

c.   Generate questions (includes question types)

d.   Creating a working thesis—narrowing, expanding, passing the "Who Cares?" test

e.   Establishing a research strategy

Student Performance Objectives (SPO): Students will demonstrate a process for developing a research question that includes choosing an appropriate topic within the parameters of the class, gathering background information, generating questions around the topic, creating a working thesis, and establishing a research strategy that includes what type of sources will be required to address the question.

Out-of-Class Assignments: Notes on background information; potential questions prompted by background reading; types of sources handout, creation of research question; completion of written research plan.

2 Hours

Taking notes

a.   paraphrasing, quoting, creating a system for tracking sources, index cards, electronic note-taking

b.   Organizing your research through your notes

c.   plagiarism

Student Performance Objectives (SPO): Students will describe the methodology of several note-taking systems and choose one to employ for their English 1A research.

Students will effectively paraphrase and quote from assigned passages.

Out-of-Class Assignments: note-taking exercises, paraphrasing exercises.

2 Hours

a.   General search principles: broad to narrow, Boolean searches

b.   Books

c.   Reference sources

Student Performance Objectives (SPO): Using the library catalog, students will demonstrate basic search principles such as Boolean searches and standard limiters to locate books and reference resources related to their research question.

Out-of-Class Assignments: online search exercises, reference source bibliography

2 Hours

Finding periodicals and other database sources

--General principles: broad to narrow, Boolean searches, limit by subject, source type, date

--Learning from results to refine search

--Types of periodicals: popular vs. academic sources

Student Performance Objectives (SPO): Students will construct search strategies using appropriate commands for the information retrieval system selected; Students will differentiate between popular and scholarly sources of information and apply the knowledge to specific research problems

Out-of-Class Assignments: online research exercises

2 Hours

Finding internet sources

a.   Evaluating sources

b.   Search strategies: domain and other limiting strategies

Student Performance Objectives (SPO): Examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view bias; employ advanced searching strategies to narrow or expand queries using a search engine

Out-of-Class Assignments: web evaluation exercises, search exercises

2 Hours

Citation basics: MLA vs. APA citation, creating a works cited page, in-text citations

Student Performance Objectives (SPO): Differentiate between the types of sources cited and be able to use the elements and correct syntax of a citation for a wide range of resources

Out-of-Class Assignments: citing sources exercises.

2 Hours

Creating an annotated bibliography

Student Performance Objectives (SPO): Students will create an annotated bibliography that includes resource types that best help address the research question, summarizes the relevant content of each source, and follows standard citation conventions.

Out-of-Class Assignments: annotation exercises, preparation of annotated bibliography.

2 Hours

Final

METHODS OF INSTRUCTION:

Lecture, discussion, demonstration/return demonstration, quizzes, exams

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 20 %
Written Homework
Reading Reports

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason
Course primarily involves skill demonstration or problem solving

Category 2 - The problem-solving assignments required:
Percent range of total grade: 30 % to 40 %
Homework Problems

Quizzes

Category 3 - The types of skill demonstrations required:
Percent range of total grade: 30 % to 40 %
Class Performance/s

Category 4 - The types of objective examinations used in the course:
Percent range of total grade: 20 % to 30 %
Multiple Choice
True/False
Matching Items
Completion

REPRESENTATIVE TEXTBOOKS:
n/a

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
Transferable CSU, effective 201470
UC TRANSFER:
Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:

CSU Crosswalk Course Department: LIB
CSU Crosswalk Course Number: 99
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours: 1
Minimum Hours: 1
Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: 160100