



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: LIB 107
COURSE NAME: *Information Competency
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

The course follows the guidelines of the "Information Competency/Literacy Standards for Higher Education" by the Association of College and Research Libraries. Students will learn how information is organized, how to search for and retrieve information, and how to evaluate information. Students will learn to use traditional reference sources as well as online tools and how to search, not just surf, the Internet. Students will learn the steps required for doing a research paper, including the search strategy, preparation of a bibliography, and how to properly cite the information resources (print and electronic). This course is designed to satisfy the Information Competency/Literacy requirements in many colleges and universities in California and nationwide. Students will also produce a presentation using presentation software.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

I Standard One

- 1 Identify and clearly state a need for information.
- 2 Locate and use general (introductory) information sources.
- 3 Identify key concepts and terms.
- 4 Identify different formats of information and determine its value based on need.
- 5 Identify the difference between popular and scholarly information.
- 6 Plan a research assignment based on the amount of information needed and the time available.

II Standard Two

- 1 Select appropriate print and non-print materials based on information need.
- 2 Access and use print and electronic research tools to locate information.
- 3 Explain the basic organization of catalogs and databases.
- 4 Develop a search vocabulary based on information need.
- 5 Access and use Internet search tools.
- 6 Manage information for a research project
- 7 Distinguish information needed for citations based on citation format and type of information source.

III Standard Three

- 1 Paraphrase main ideas and concepts from written text.
- 2 Examine and compare information for accuracy, authority, timeliness, and bias.
- 3 Judge if information acquired is sufficient in quantity and quality to meet information need and review search strategy as necessary.

IV Standard Four

- 1 Synthesize information from several sources into a single product.

- 2 Use quotes and paraphrases to support argument
- 3 Use appropriate style and format to meet academic standards.

V Standard Five

- 1 Explain copyright, fair use and intellectual property.
- 2 Demonstrate an understanding of what constitutes plagiarism.
- 3 Properly document all sources used in the creation of research projects
- 4 Use documentation styles for citing sources.

VI Other

- 1 Access, use and analyze non-textual material and integrate it into a research project.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

Selecting a Topic

- Establishing guidelines and restrictions
- Consulting topic selection resources

Refining the Topic

- Consulting introductory resources
- Determine scope

Researching the Topic

- Identifying search vocabulary
- Information technology

PC's

Catalogs

Databases

Web Sites

Search engines

Directories

Databases

Understanding information resources

Information formats

Print

Electronic

Other

Books

Periodicals

Popular magazines

Scholarly journals

Web Sites

Non-Textual Information

Developing a research timeline

Organizing resources

Citations

Function & Purpose

Formats

Quotations

Evaluating information

Plagiarism & Information Ethics

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TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS

This material is necessary for all credit courses. Assignments should be clearly related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will, on a weekly basis, read assigned pages from the textbook, journal articles, and Internet articles on the research process, research skills, evaluating information sources, and information access tools.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will, on a weekly basis, write summaries and update reports, develop bibliographies, and write small papers related to the subjects of their research projects.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

4. If course is degree applicable/transfer, describe those critical thinking skills that are required; be sure that they reflect course objective. (Title 5 requirements can be found in the AP&P Standards and Practices book.)

Students are required to analyze and evaluate information and information sources for authority, accuracy, bias, relevance, timeliness and quality. They will select appropriate materials from print and electronic sources based on their information need. They will have to distinguish information needed for citations based on the format used. They will synthesize information from several sources into a single product.

5. Describe other types of assignments that students may be asked to complete:

Students will be required to produce a presentation using Microsoft PowerPoint.

6. For each of the above categories, describe the estimated time per week it would take a student to complete typical out-of-class assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading text—2 hours; writing reports—3 hours

Reading: Students will spend 2 hours per week reading the text, journal articles, and Internet articles.

Writing: Students spend 2 hours per week writing summaries, update reports, bibliographies and small papers.

Computational:

Other: Students spend 2 hours per wk preparing, organizing and developing their projects and presentations.

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students.)*

Lecture
Demonstration
Multimedia presentations
In-class/hands-on activities
Class discussion.

METHODS OF EVALUATION: *(These must be clearly related to course content, assignments, and objectives, in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers, problem solving exercises, or skills' demonstrations.)*

Students will be evaluated on:

Written work: Use introductory resources (I2) to create a search vocabulary (I3,II4) about and describe the scope of the topic (I6,III3); Develop a properly cited, annotated list of print and electronic materials(II1&7,V3&4) based on a proper evaluation (III2&3); Create a summary of the topic based on analyzing and synthesizing the information collected (III1,IV1&2).

Examinations: Identify information formats(I4); Differentiate between popular and scholarly information(I5); Use electronic catalogs, databases, and Internet search tools effectively and efficiently(II2&3&5); Evaluate information; Understand plagiarism and copyright(V1&2).

Research Projects & Presentations: Develop an organized research portfolio that includes an annotated bibliography, a written summary, and a project timeline; Produce and present a briefing on the topic using text and non-textual materials within Microsoft PowerPoint(VI1).

Suggested Texts or other Instructional Materials (include title, author, publisher, date, and edition):
Bolner, Myrtle S. & Gayle A. Poirier, The Research Process: Books & Beyond (3rd Ed.), 2004.

Effective Date: _____
(date course can first be offered to be filled in by Office of Academic Affairs)