

Discipline: Library Science (Library)

Originator: Vivian Harris

RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

LIBRARY SCIENCE (LIBRARY) 1

LIB-1 : Introduction to Information Literacy

College: NOR

Lecture Hours: 18.000

Units: 1.00

Pass/No Pass

Letter Grade

Course Description

Prerequisite: None

Course Credit Recommendation: Degree Credit

Presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information from a variety of formats, both online and in print, to answer research questions and develop new ones. Through the use of information retrieval systems students will develop an understanding of and practices for the legal access to and ethical use of information. 18 hours lecture. (Letter Grade, or Pass/No Pass option.)

Short Description for Class Schedule

Presents the fundamentals of the effective use of libraries to find, evaluate, interpret, and organize information from a variety of formats.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Describe the type and scope of information needed.**
 - **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
2. **Match information needed with appropriate search strategies and information sources.**
 - **Information Competency & Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
3. **Apply criteria for critically evaluating information.**
 - **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
 - **Information Competency & Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct

arguments, make decisions, and solve problems.

4. Manage information effectively to accomplish a specific purpose.

- **Information Competency & Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

5. Summarize the ethical, legal, and social issues related to information and its use.

- **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- **Self-Development & Global Awareness:** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Course Content:

1. Describe the type and scope of information needed
 - a. Definition of "information literacy"
 - b. Development of research questions
 - c. Types, purposes, and formats of information
2. Match information needed with appropriate search strategies and information sources
 - a. Library Catalog
 - b. Subscription-based electronic library resources
 - c. Search engines
 - d. Search statements
 - e. Search techniques
3. Apply criteria for critically evaluating information
 - a. Accuracy
 - b. Authority
 - c. Coverage
 - d. Currency
 - e. Purpose
 - f. Relevancy
 - g. Reliability
4. Manage information effectively to accomplish a specific purpose
 - a. Citations
 - b. Style formats
5. Summarize the ethical, legal, and social issues related to information and its use
 - a. Copyright
 - b. Economics of information
 - c. Information ethics
 - d. Plagiarism

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Classroom exercises and discussions related to developing appropriate search terms/keywords to help students articulate information needs.
- Lectures about and demonstrations of major research tools such as library catalogs, subscription databases, and websites to promote awareness of the variety of information sources.
- Individual, pair, and small group activities designed to help students analyze and evaluate results lists retrieved from research tools to answer an assigned question.

- Screening of videos to reinforce understanding of research process, plagiarism, style formats, and social issues related to information.
- Individual conferences to reinforce the integral roles of reading and note-taking skills in the research process to become information literate.
- Assignment of conference-style posters to help students synthesize and present research results.

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Quizzes and examinations to measure students' understanding of information terminology and research concepts.
- Oral reports/presentations designed to evaluate students' ability to select the proper source for a particular information need.
- Written reports/presentations designed to demonstrate critical thinking skills on topics such as information ethics and information seeking behaviors.
- Final examination designed to assess students' mastery of information literacy skills.

Sample Assignments:

Outside-of-Class Reading Assignments

- The entire class conducts an investigation of a particular topic from its treatment in the popular media, and then traces its origin in conversations among scholars and researchers.
- Students determine what information they can find about themselves or a relative online, and assess whether steps should be taken to control this personal information.

Outside-of-Class Writing Assignments

- Students keep a research log in which they note changes in particular research directions as they identify resources, read, and incorporate new learning.
- Students brainstorm possible sources that might have relevant information and identify tools they will need to locate those resources.
- Students locate sources about the same topic in two divergent formats. They then compare and contrast the type of information found in each format, as well as articulate the processes underlying the creation of each format.

Other Outside-of-Class Assignments

- Students look at a blog, a video on YouTube, a collection of tweets, or some other type of social media regarding a contemporary event and describe how they would analyze and evaluate the authority of the author(s) of the information.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6 American Psychological Association, 2010.
Bonnie Tensen . *Research Strategies for a Digital Age*. 5 Cengage Learning, 2017.
Gwenn Wilson. *100% Information Literacy Success*. 3 Cengage Learning, 2014.
Mike Palmquist. *The Bedford Researcher*. 5 Bedford/St. Martins, 2016.
Modern Language Association of America. *MLA Handbook*. 8 Modern Language Association of America, 2016.
Randolph Hock. *The Extreme Searcher's Internet Handbook: A Guide for the Serious Searcher*. 4 Information Today, Inc., 2013.
Scott Lanning. *Concise Guide to Information Literacy*. 2 Libraries Unlimited, 2017.
William Badke. *Research Strategies: Finding Your Way through the Information Fog*. 5 iUniverse, 2014.

Various RCCD College Libraries' Research Guides accessible online via the respective college library websites

Codes/Dates:

CB03 TOP Code: 1601.00 - Library Science, General

CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)

CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)

CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)

Board of Trustees Approval Date: 01/20/2015

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 [Library Skills Workshop](#) /
 [Information](#)

Library Skills Workshop: Information

Get Information & Sign Up for Our 1 Hour Library Workshop

Information

[Workshop Schedule & Sign Up](#)

[Post-Workshop Assessment](#)

Library Instruction we Offer:



Library Skills Workshops

Library workshops are scheduled throughout each semester for all students. Learn how to use the library catalog and a few of our electronic resources.

Library 1: Information Literacy

This one-unit course presents the basics of locating, evaluating, and organizing various resource types in addition to how to organize and cite properly when doing research. Two eight week sessions are offered per semester in hybrid and online formats.

Sign Up & Assessments

Sign up for a Workshop

[Sign Up for a
Workshop](#)

Post-Workshop Quiz

[Post-Workshop
Assessment](#)

How Do I???

- [Get Research Help?](#)
- [Borrow a Book?](#)
- [Access Norco College Library Materials Off Campus?](#)
- [Connect to the WiFi on Campus?](#)
- [Find Textbooks for my class in the Library?](#)
- [Sign up for a library workshop?](#)
- [Check out a Study Room](#)
- [Print in the Library?](#)
- [Make copies?](#)
- [Renew A Book?](#)
- [Recommend a Library Purchase?](#)
- [Borrow Books from Moreno Valley and RCC Libraries?](#)
- [Access other library catalogs?](#)

Library Workshop Handouts

Handouts provided to students in the Library Workshop and the Library 1 class. Hard copies are also available in the Library.

Locating Books, Articles & More

- [Finding Books](#)
- [Library of Congress Classification](#)
- [Scholarly Journals vs. Magazines](#)
- [Tips on Evaluating Websites](#)

Citation Guides

- [Norco College APA 6th edition](#)
- [Norco College Library MLA 8 Style Guide](#)
- [Norco College Library MLA 7 Style Guide](#)
- [Norco College Library Chicago 17th Edition Style Guide](#)

Citation Help: MLA, APA and Chicago Style

- [Plagiarism](#)
by Sally Ellis Last Updated Feb 21, 2019
655 views this year
- [MLA Style Guide](#)
by Susan Seifried Last Updated Jun 27, 2019
20446 views this year
- [APA Style Guide](#)
by Susan Seifried Last Updated Jun 27, 2019
1116 views this year
- [Chicago Style Guide](#)
by Susan Seifried Last Updated Jun 27, 2019
189 views this year
- [BibMe](#)
Quick and painless MLA, APA, and Chicago citations.
- [OWL Purdue - Research and Citation Resources](#)
One of the the most comprehensive resources available. Navigate to what you are looking for using the "search the OWL" Search box in the upper left hand column.