

## Course Proposal Checklist

**Course Abbreviated Title:**      **Library Research**

**Course Complete Title:** **Introduction to Library Research and Information Fluency**

Average Weekly Contact Hours: 3 hours for 5 weeks

Discussion & Lecture

### Course Proposal Checklist

Before submitting a proposal, please indicate whether each of the following tasks have been fulfilled.

	Yes	No	N/A
1. Does the course proposal include a rationale?	✓		
2. Does this proposal require coordination with other departments in the College or University? If so, please attach supporting documentation.		✓	
3. Are there adequate Library resources (print and media) to support this proposal? If not, state how resources would be developed or how the proposal would be affected.	✓		
4. Are additional resources (staff, fiscal, or technical, including lab space and equipment) required to support this proposal? If so, please identify the resources. If those resources are not available, state how the proposal would be affected.	✓		
5. Has academic computing been consulted regarding the adequacy of resources (lab space, hardware and software) to support this proposal? If computing resources are not available, describe how those resources would be developed or how the proposal be affected.			✓
6. If this proposal concerns a 300-level course to be offered for graduate credit, is the required academic rationale attached? It is suggested that program changes be presented in the form of a table, with rationale for each change.			✓
7. Is the course syllabus for any new or revised required courses attached in support of this proposal? (See syllabus requirements for course proposals)	✓		

8. Are all supporting documents attached?



#### RATIONALE

In our ongoing effort to provide the Nontraditional Degree Program students needed curriculum to advance their higher education goals, we have created several one credit hour courses. NDP students usually have extensive transfer credits from one or more institutions. In addition they may apply for competency-based credit based on developing a prior learning portfolio. As a result, NDP students often end up needing one or two credit hours to complete their degrees. In addition, the scheduling of one credit hour courses offers these students flexibility in fitting their courses around work and other responsibilities. This course is designed to have 15 contact hours spread over five weeks.

Feedback from the NDP Writing Intensive courses indicates that students need additional help in the area of research and information fluency. Students in traditional majors often get this kind of learning integrated into their majors. Many BAIS and UWW students are returning adult students and are not “digital natives.” This course introduces students to both traditional physical, as well as virtual, information resources. The course is designed to help students do research for course assignments, for major projects or preparing for graduate study, and also introduces them to the information sciences as a potential career area. In addition, the issues that are addressed in this proposed course build useful life skills, such as evaluating information sources.

Although this course is designed to serve NDP students particularly, it would also be open to other NEIU students and might be an attractive option for those who could benefit from additional guidance in library research skills or for those who want a taste of this area as a possible career.

**Proposed Syllabus: NDP 320**  
**Introduction to Library Research and Information Fluency**  
**One Credit Hour**

**Course Purpose:**

This class will introduce students to library research and issues in information studies. Students will acquire the skills to access information and explore issues in information use and access. The course is geared towards students interested in learning how to research for a current class assignment, prepare for research in their major or graduate studies, or for those who are considering work in libraries.

**Learning goals:**

After completing the course and assignments, students will:

- Identify different formats of information, locate information according to various organizational and classification schemes
- Identify information producers and disseminators and make critical decisions about the worthiness and/or trustworthiness of that information
- Use technology effectively and efficiently to access needed information by learning advanced searching and navigation techniques
- Use technology to organize information effectively and efficiently in order to manage references or citations.

**Course Meetings:** 5 Saturday mornings from 10:00 AM-1:00 PM (15 contact hours)

**Texts:** Readings are online. See schedule below for details.

**Pre-requisites:** None.

**Course approach:** The class will entail hands-on library research, using physical and virtual sources.

**Course Policies:**

**Assignments:** Due on the dates written on the attached course schedule. The class content is cumulative, therefore students must complete weekly assignments on time. One point will automatically be deducted for each day after the due date.

**Course Grading:**

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
59% or lower = F

*A grade of Incomplete will be given in this course only in extenuating circumstances. See page 36 of the NEIU University Catalog.*

<b>Course Schedule</b>				
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Viewings</b>	<b>Assignment Due</b>
<b>k</b>	<b>(s)</b>			

1		What is information?	-TILT tutorial <a href="http://www.neiu.edu/~mdweinbe/InfoLit/nf/intro/selector.html">http://www.neiu.edu/~mdweinbe/InfoLit/nf/intro/selector.html</a>	1 <sup>st</sup> blog entry
		How is information organized (or not)?, pt. 1 Books Physical and virtual libraries	-Call number tutorial: <a href="http://www.pitt.edu/~ford29/SatchLCall/BASIC/">http://www.pitt.edu/~ford29/SatchLCall/BASIC/</a>  -Books- <a href="http://infofluency.wordpress.com/books/">http://infofluency.wordpress.com/books/</a>  -"Everything is miscellaneous" <a href="http://www.youtube.com/watch?v=x3wOhXsjPYM">http://www.youtube.com/watch?v=x3wOhXsjPYM</a> Pt. 1 (first half)	-Book assignment -- submit electronically after class
2		How is information organized, pt. 2 Indices, library databases, search engines	-Articles- <a href="http://infofluency.wordpress.com/articles/">http://infofluency.wordpress.com/articles/</a> -stop at "refining a search"  -NEIU library website-review "Start your research in..." and "Search for articles..."  -"Everything is miscellaneous" <a href="http://www.youtube.com/watch?v=x3wOhXsjPYM">http://www.youtube.com/watch?v=x3wOhXsjPYM</a> Pt. 2 (second half)	-Article and definitions assignment
3		Organizing information	Read Refworks tutorial-	Refshare
		Accessing information: efficiency expediency	-Read "help" files in databases - read "refining a search" section: <a href="http://infofluency.wordpress.com/articles">http://infofluency.wordpress.com/articles</a>	Hand in Reference List with 3 Sources
		Accessing information, pt. 2: Advanced strategies, interlibrary loan, etc.	Read library website pages: Borrow Request and Renew Search for Books and More	Database search exercise
4		Evaluating information: Everyone can publish?	-Wikipedia article in New Yorker <a href="http://www.newyorker.com/archive/2006/07/31/060731fa_fact">http://www.newyorker.com/archive/2006/07/31/060731fa_fact</a> -Garrison Keeler's column in Chicago Tribune <a href="http://www.chicagotribune.com/news/columnists/ct-oped-0526-keillor-20100526,0,1253174.column">http://www.chicagotribune.com/news/columnists/ct-oped-0526-keillor-20100526,0,1253174.column</a> -Nature <b>438</b> , 900-901 (15 December 2005)	Blog entry
		Evaluating, pt. 2	Tutorial: Scholarly vs. Popular <a href="http://www.youtube.com/watch?v=VeyR30Yq1tA">http://www.youtube.com/watch?v=VeyR30Yq1tA</a>	Work on bibliography Comment on tutorial Draft bibliography due

				Comment on viewing
5		Intellectual property and the open source community, fair use	A Fair(y) Use Tale: <a href="http://cyberlaw.stanford.edu/documentary-film-program/film/a-fair-y-use-tale">http://cyberlaw.stanford.edu/documentary-film-program/film/a-fair-y-use-tale</a>	
		Integrating sources: plagiarism and ethics	"Amazing Disgrace" <a href="http://www.insidehighered.com/views/mclemee/mclemee290">http://www.insidehighered.com/views/mclemee/mclemee290</a>	Final annotated bibliography due

# Assignments

## **Week 1:**

What is information?

Read the TILT tutorial. Write a paragraph in the discussion board including a response to the following questions:

- 1) What did you learn from the tutorial about information?
- 2) Was there anything you felt was missing and/or out of date in the tutorial?

Hand in idea(s) for research topic along with rationale for choice.

### **5 points**

Read Barbara Fister's and Amy Glantz' blog section on books. For the assignment section, search a library catalog on a topic of interest. Write the bibliographic information (title, author, date of publication, etc.) in the discussion board along with your reason for choosing the book. **(5 points)**

## **Week 2:**

-Define/discuss the following terms:

*Periodical, article, "link resolver", article database, subject database, general database*

-Find an article in a database relevant to your search topic and post the citation of the article along with a brief summary on the blog/discussion board.

### **5 points**

Listen/read the following sections in the online Refworks tutorial: "Logging into Refworks" "Navigating Around Refworks" "Getting your References into Reforks" "Direct Import from an Online Database Service" "Organizing Your References"

Create an account in Refworks, create a folder and import the book reference and the article reference into that folder in your Refworks database. Use Refshare to share those citations with the instructor.

**5 points**

**Week 3:**

Hand in reference list with three (3) sources for your topic along with a brief description of your search process.

**10 points**

Searching techniques

Conduct a search using one or more CSA databases (Sociological Abstracts, Social Services Abstracts, Linguistics and Language Behavior Database, PAIS) on assigned topics. Save your search history. Use RefShare to send me the list of sources (at least 15).

**15 points**

**Week 4:**

Write a few sentences in on the blog/discussion board responding to the issues raised in this week's readings.

Freedom vs. quality?

Is it better that everybody gets to publish?

**5 points**

Scholarly vs. popular publications

Search through recent articles of *Psychology Today*, *Newsweek* or *Time* for an article citing a particular study in a journal. Find the original study in the journal. Note differences/similarities in the articles on blog/discussion board. **10 points**

Comment on blog/discussion board on this week's issue: Is searching on the Internet good or bad for our brains?

Is searching on the web good or bad for our brains?

Watch: the Web is us <http://www.youtube.com/watch?v=6gmP4nk0E0E>

Listen to NPR report: <http://www.npr.org/templates/story/story.php?storyId=127370598>

**Or read:**

Carr, N. *Is google making us stupid?* - magazine - the atlantic. Retrieved 6/7/2010, 2010, from

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

Lehrer, J. (May 27, 2010, Our cluttered minds. *New York Times Online*, Retrieved from <http://www.nytimes.com/2010/06/06/books/review/Lehrer-t.html?ref=books>

**10 points**

***Week 5:***

Final project: create a bibliography of at least five (5) sources on a topic of your choosing OR a topic related to a controversial issue in information studies. In addition, hand in a one page paper describing the search process and justifying your choices.

**30 points**

**Total points: 100**