

LIBR 10H: HONORS INTRODUCTION TO COLLEGE RESEARCH

Foothill College Course Outline of Record

| Heading | Value |
|------------------------------------|--|
| Effective Term: | Summer 2025 |
| Units: | 1 |
| Hours: | 1 lecture per week (12 total per quarter) |
| Advisory: | Familiarity with Macs or PCs; not open to students with credit in LIBR 10 or 71. |
| Degree & Credit Status: | Degree-Applicable Credit Course |
| Foothill GE: | Area 7: Lifelong Learning |
| Transferable: | CSU/UC |
| Grade Type: | Letter Grade (Request for Pass/No Pass) |
| Repeatability: | Not Repeatable |

Student Learning Outcomes

- Students will be able to evaluate an information source.
- Students will be able to find periodical articles in online databases.
- Students will be able to find relevant books in the library (online or in print).

Description

This honors-enhanced course prepares students for college level research. Students will go step-by-step through research as a process of inquiry, learning how to identify a research topic in a subject they choose and then find, evaluate, and use information ethically. Useful for students writing a research paper in another course and for anyone wanting to become a more thoughtful and effective consumer and creator of information. This course is of special value to those students intending to transfer to a four-year institution (CSU/UC).

Course Objectives

The student will be able to:

1. Determine an appropriate scope of investigation
2. Recognize that information creation is a process
3. Engage in searching as strategic exploration
4. Use critical thinking and evaluation techniques to determine the credibility of sources, understanding the elements that might affect this credibility
5. Articulate and act on the implications of information having value

Course Content

1. Determine an appropriate scope of investigation
 - a. Identify a topic you need to know more about
 - b. Consider what you know and don't know about this topic
 - c. Develop a strategy to answer questions and find information about the topic

- i. Find and use background information
 - ii. Narrow down your larger topic into a smaller, more researchable topic, if needed
 - iii. Identify keywords (search terms) associated with your topic
2. Recognize that information creation is a process
 - a. Become familiar with the context in which information is created, shared, and used
 - i. Understand and identify primary and secondary sources
 - ii. Understand and identify popular and scholarly sources
 3. Engage in searching as strategic exploration
 - a. Brainstorm possible sources for your research needs
 - b. Match information and research needs to appropriate search strategies and tools
 - i. Reference and background sources, library catalog, library databases, including health sources, and internet search engines and tools
 - c. Manage search processes and results effectively to find relevant information on a topic
 - i. Use the search interface effectively
 - ii. Move between examining results and modifying the search strategy, using appropriate tools within the search interface
 - iii. As searching progresses, identify new synonyms or technical terminology to refine your search strategy
 4. Use critical thinking and evaluation techniques to determine the credibility of sources, understanding the elements that might affect this credibility
 - a. Recognize that authoritative voices come from a wide range of diverse backgrounds, experiences, and perspectives
 - b. Recognize that authoritative content may be packaged formally or informally and may include sources of all media types
 - c. Take into account other factors that could affect credibility, such as accuracy, currency, purpose, and transparency
 - d. Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of your own biases
 5. Articulate and act on the implications of information having value
 - a. Give credit to the people who came up with ideas before you by citing them properly in your work
 - b. Understand the different types of rules for sharing information, such as copyright, fair use, open access, and the public domain
 - c. Think critically about what you do online; protect your privacy and be aware of how your information might be used

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught in person: classroom and/or lab equipped with computers, internet access, browser software, and audio/visual equipment.
2. When taught online: access to a device with an internet connection capable of accessing the learning management system.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class discussions (class participation) including peer responses on topics selected by instructor

Written assignments (annotated bibliographies, research papers, surveys, student reflections, brainstorming exercises, short answers, etc.) assessing comprehension of course content

Multiple choice and short answer quizzes to assess searching capabilities

Presentations (video, slides, infographics, etc.) to demonstrate synthesis of course themes

Final exam assessing students' ability to apply theoretical knowledge and demonstrate practical skill

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Direct instruction presented in various formats, including lecture, text, video, and graphics

Viewing and analyzing various media and contemporary issues through an information literacy lens

Discussion of course topics in relation to real life examples drawn from students' experiences and observations

Collaborative learning and small group exercises

Instructor and student led demonstrations

Representative Text(s) and Other Materials

Butler, Walter D., Aloha Sargent, and Kelsey Smith. Introduction to College Research. 2021.

The Ohio State University. Choosing & Using Sources: A Guide to Academic Research, Version 3.0. 2023.

Butler, et al., text available as OER: <https://pressbooks.pub/introtocollegeresearch/>

The Ohio State University text available as OER: <https://ohiostate.pressbooks.pub/choosingsources/>

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly reading from textbook and various media sources
2. Writing: annotated bibliography of sources for a research paper, research papers, surveys, student reflections, brainstorming exercises, short answers

Discipline(s)

Library Science