

COURSE OUTLINE

Revision: Esther Sunde, Randy Nelson, Shireen Deboo, November 13, 2009

DEPARTMENT:	Academic Programs
CURRICULUM:	LIB
COURSE TITLE:	Info in Action: Finding and Using Scholarly Information
COURSE NUMBER:	INFO 105
TYPE OF COURSE:	Academic Transfer
Special Requirement Met:	None
AREA(S) OF KNOWLEDGE:	Individuals, Cultures, and Societies
COURSE LENGTH:	3 weeks
CREDIT HOURS:	1
LECTURE HOURS:	11
LAB HOURS:	0
CLASS SIZE:	10
PREREQUISITES:	English 101 qualified

COURSE DESCRIPTION:

This course is one of five 1-credit library research courses designed to allow students to build information literacy in the areas they need most. For individuals, the course takes approximately 3 weeks to complete; if linked to another course, it may be taught over a full quarter. Students may take this course individually or in combination with any of the other 1-credit INFO courses. Courses can begin any time from week 1 to week 7 during the quarter.

Introduces scholarly communications that form the basis of new information. Covers where these communications are published, how to search periodical databases for scholarly articles, and how to evaluate and cite sources for academic research.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate.
2. Critical Thinking and Problem Solving –Think critically in evaluating information, solving problems, and making decisions.
3. Technology – Select and use appropriate technological tools for personal, academic and career tasks.
4. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Distinguish scholarly information from other types of information available for research and identify when it is needed
2. Identify possible sources of scholarly communication
3. Apply search strategy to research databases to locate research articles on a specific topic
4. Use information responsibly by applying sound evaluation criteria and by citing and incorporating

TOPICAL OUTLINE:	APPROX. HOURS
I. Scholarly Communication Defined (includes primary vs. secondary information)	1
II. Types of Information: An Overview	2
a. Scholarly vs. popular	
b. Books	
c. Periodicals (magazines, newspapers, academic journals, professional/trade)	
d. Unpublished sources	
III. Search Strategies	2
a. Citation mining	
b. “Free Web” sources (Google Scholar)	
c. Database searching	
IV. Periodical Research	2
a. Where to find periodicals	
b. Databases – a definition	
c. Database searching	
i. Topic development	

ii. Search strategy	
V. Citing and Using Information	2
a. Ethics of information	
b. Citation styles	
VI. Evaluation strategies	2

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SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1 – 4	Communication - Read and listen actively
SLO 1.2	1 – 4	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1		Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2		Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	1 – 4	Critical Thinking and Problem Solving -
SLO 5.1	1 – 4	Technology - Select and use appropriate technological tools
SLO 6.1		Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3		Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1	1 – 4	Information Literacy - Access and evaluate information
SLO 7.2	1 – 4	Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

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