Syllabus – Fall 2014

Department: LIBR
Course Number/Section: 1101-01
Course Title: Intro to Library Research
Class Meetings: Wednesday 10:20 am – 11:15am (sample)
Professor: Theresa S. Hefner-Babb
Gray Library 202
Phone: 409-880-2135
Email: Theresa.hefner-babb@lamar.edu
Office Hours: Tuesdays 2-4pm and by appointment

Course Description

Acquaints students with the process of acquiring, evaluating, and assimilating information from available resources. Focuses on information literacy skills and the understanding that those skills are a tool for life-long learning.

Prerequisites
None.

Required/Optional Texts and/or Course Materials

No textbook is required. See reading assignments.

Course Outcomes

Learning Outcomes:

- The information literate student can define and provide examples of information literacy.
- The information literate student identifies a variety of types and formats of potential sources for information.
- The information literate student constructs and implements effectively designed search strategies.
• The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
• The information literate student understands the ethical issues surrounding the use of information and sources.

Core Curriculum Objectives:

Component Area Option (critical thinking, communication, one of the remaining core objectives)

Critical Thinking

Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.
Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.

Communication

Objective 1: Student can define and provide examples of information literacy
Objective 2: Student can understand the parameters of the research assignment
Objective 3: Student can formulate a thesis statement or research question that fits into the parameters of the research assignment.

Personal Responsibility

Objective 1: Student can demonstrate an awareness of the social issues around the use of information.
Objective 2: Students understand and avoid plagiarism
Objective 3: Students understand and correctly use the appropriate citation format.

Teamwork

Objective 1: Students can work with others to accomplish a shared goal.

Classroom Management Policies

Attendance

This course will be taught as a face to face course with assignments and materials posted online via Blackboard. Student attendance and participation is expected and required. Students with more than two absences will receive a grade reduction of one letter grade.

Illness

In the event that you become ill and it prevents you from participating exceptions will be made if the proper documentation is provided (ie. doctors note, hospital, etc.). I encourage you to contact me when this situation arises so we can plan a way for you to make up missed assignments, etc.
Drop/Withdrawal

If you stop coming to class and do not drop the course you will receive a grade of F for the course. **We will not drop you from the class that is your responsibility.**

The last day to drop without penalty is [insert date]

The final drop day with penalty is [insert date]

Students who are passing at the final drop w/penalty date will receive a Q. If failing the course students will receive an F. The grade is determined by the faculty member.

Academic Dishonesty:

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. (See policy below as taken from the Lamar University general catalog).

23.1 FORMS OF ACADEMIC DISHONESTY. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating includes:
   a) copying, without authorization from the instructor, another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs;
   b) using, during a test, materials not authorized by the person giving the test;
   c) collaborating, without authorization, with another person during an examination or in preparing academic work;
   d) knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of test or assignment that has not been administered or assigned;
   e) substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
   f) bribing another person to obtain a test not yet administered or information about such; and
   g) purchasing or otherwise acquiring and submitting as one’s own work any research paper or other written assignment prepared by an individual or firm.

Students with Disabilities

Any student who feels s/he may need an accommodation based on a disability should contact the instructor as well as the Office of Services for Students with Disabilities (email SFSWD@lamar.edu, phone 409-880-8347, Communication Building, Room 105).
Behavior in Class

Please treat the instructor and your fellow students with respect. It is easy to misconstrue the meanings of what is posted on emails and in chat rooms. Please be careful about what you say and how you say it. I reserve the right to remove offensive posts.

Student Code of Conduct

Familiarize yourself with the Student Code of Conduct found on the LU home page as this governs classroom behavior.

Note on Internet Access and Time Commitment

This course requires basic computer literacy and access to the Internet. Many of the resources you will use will be online, including our library catalog, electronic databases, and Internet search engines. If you do not currently have access to the Internet from home you can use the computers in the Mary and John Gray Library. You will need to know your LEA (Blackboard) username and password to logon to the library computers and to access the library databases. If you need help call 880-2222.

Minimum Technical Requirements

http://luonline.lamar.edu/ACP%20BB%20Orientation.pdf

For web-based courses, students should have a basic working knowledge of computers and Internet use and access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog. Check your browser compatibility using the link in the pdf document above.

General Expectations: The instructor expects that

- Your assignments will be turned in complete and on time
- You will communicate with the instructor by email, phone or in person if you have something come up that will cause you to miss deadlines.
- You take responsibility for your own performance. In the university, your obligations and time are yours to manage, and the choices you make are ultimately your own.

As the Instructor:

- I will be timely in posting assignment, materials, and grades and in responding to your communications. If something arises that will delay grading I will let you know.
- I will be accessible and helpful in assisting you with this course.

This syllabus will be considered the ruling document for this course and is subject to change.
Grading and Evaluation

Assignments

Weekly Library Exercises (13 at 20 points each) – 38 percent of total grade

Weekly library exercises that reinforce the content in class will be assigned for completion during class or for homework. Each assignment will count 20 points towards the final grade.

Discussion posts (13 x 10 points each) – 19 percent of total grade

Every week the class will be assigned a current journal article related to the topic for discussion. The instructor will post questions from the reading for students to respond to in the discussion forum in Blackboard.

Bibliography Project (200 points) – 29 percent of total grade

All students will select a topic for research this semester and use it as the basis for their bibliography project. The bibliography will require a topic, research statement, and a selection of 25 sources including (5 books, 5 popular articles, 5 peer reviewed articles, 5 government documents, and 5 web sites.) Each entry will be formatted in MLA and APA formats and be accompanied by a summary that evaluates the source according to criteria discussed in class.

Final Exam (100 points) – 14 percent of total grade

All students will take the final exam which serves as our assessment for this course. Students who do not take the final will not pass the course.

It is expected that assignments will be completed by dates indicated on the syllabus.

Course Requirements

<table>
<thead>
<tr>
<th>Assignments (13 x 20 points)</th>
<th>260 points (38%)</th>
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<tbody>
<tr>
<td>Discussion posts (13 x 10 points)</td>
<td>130 points (19%)</td>
</tr>
<tr>
<td>Bibliography Project</td>
<td>200 points (29%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points (14%)</td>
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</tbody>
</table>

Total Points 690 points

Grading Scale

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>607-690</td>
<td>A</td>
<td>(88% -100%)</td>
</tr>
<tr>
<td>571-606</td>
<td>B</td>
<td>(75% - 87%)</td>
</tr>
<tr>
<td>427-570</td>
<td>C</td>
<td>(62% - 74%)</td>
</tr>
<tr>
<td>345-426</td>
<td>D</td>
<td>(50% - 61%)</td>
</tr>
<tr>
<td>344-0</td>
<td>F</td>
<td>(49% - 0%)</td>
</tr>
</tbody>
</table>
An Incomplete will only be granted in cases of emergency or other dire circumstances at the discretion of the professor.

A Q or W can only be given prior to the final drop date after that point only an I or F can be given.

According to the Privacy Act of 1974, the professor is legally prohibited from discussing grades by phone. Please meet with the instructor face-to-face in the office if you need to discuss your grade at any time during the course. Discussing your grade after the course is too late.
## Course Outline

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Course Activities and Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</table>
| January 23, 2013 | **Topic: Course Introduction and the Definition of Information Literacy**  
Instructor will review the syllabus and the definition of information literacy and how it relates to lifelong learning.  
**Student Learning Outcomes**  
The information literate student can define and provide examples of information literacy.  
**Core Curriculum Outcomes**  
**Communication:**  
Objective 1: Student can define and provide examples of information literacy  
**Required Readings**  
**In Class discussion in small groups**  
How would you define information literacy? What are some examples?  
**Discussion Week 1 – due January 30, 2013**  
Read the article by Gross and Latham. Based on their research how would you assess your current information literacy skills? Provide reasons for your belief in your skills.  
**Assignment Week 1 – Due January 30, 2013**  
Think about the last research paper or project that you did in either high school or college. Write a paragraph describing the process you followed to locate the sources required in the assignment. |
| **Week 2** |
| January 30, 2013 | **Topic: The Research Process**  
Instructor will discuss the steps of the research process from selecting a topic to locating, evaluating and citing sources.  
**Student Learning Outcomes**  
The information literate student identifies a variety of types and formats of
potential sources for information.

**Core Curriculum Outcomes**

**Communication**

**Objective 2:** Student can understand the parameters of the research assignment

**Required Readings**


**In class activity**

Discuss the requirements of the bibliography assignment and how it will be worked on during the remainder of the semester.

**Discussion Week 2 due February 6, 2013**

What are some of the reasons that contribute to poor research papers in college? Suggest some changes that could be made.

**Assignment Week 2 due February 6, 2013**

Students will create a flowchart of assignment steps/tasks needed to successfully complete the project. Students will also brainstorm topics for their bibliography.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topic: The thesis or Research Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6, 2013</td>
<td>Instructor will discuss the relationship of the thesis to the research process and the proper way to construct a thesis or research statement.</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

The information literate student constructs and implements effectively designed search strategies

**Core Curriculum Outcomes**

**Communication**

**Objective 3:** Student can formulate a thesis statement or research question that fits into the parameters of the research assignment.

**Required Readings**


**In class activity**

Students will share their topic ideas within peer groups for comments,
suggestions, and questions.

**Discussion Week 3 due February 13, 2013**
Summarize what you have learned about writing a thesis statement.

**Assignment Week 3 due February 13, 2013**
Topic exploration worksheet to include searching for background information, subject headings, and related topics. Students will write a draft research statement as a foundation for their search strategies.

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Topic: Creating a Search Strategy</th>
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</thead>
<tbody>
<tr>
<td>February 13, 2013</td>
<td>Instructor will show students how to use their thesis statement to create a search strategy with keywords and synonyms.</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**
The information literate student constructs and implements effectively designed search strategies

**Core Curriculum Outcomes**

**Critical Thinking:**
Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.

**Teamwork:**
Objective 1: Student can work with others to accomplish a shared goal.

**In class exercise:** Students will work in small groups to select the appropriate databases and search terms for their topics.

**Required Readings**

**Discussion Week 4 due February 20, 2013**
What conclusions did the authors arrive at and what were their recommendations? How do your search practices compare to those in the study?

**Assignment Week 4 due February 20, 2013**
Students will complete an activity to help them determine the appropriate database(s) for their topics.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Topic: Identifying Sources</th>
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<tbody>
<tr>
<td>February 20, 2013</td>
<td>Instructor will discuss primary vs. secondary sources, scholarly vs. popular</td>
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</table>


### Student Learning Outcomes

The information literate student identifies a variety of types and formats of potential sources for information.

The information literate student constructs and implements effectively designed search strategies.

The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

### Core Curriculum Outcomes

**Critical Thinking**

**Objective 1:** Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

### Required Readings


**Discussion Week 5 due February 27, 2013**

Discuss the different sources mentioned in the article and their distinguishing characteristics.

**In Class exercise**

Define indexes, catalog, databases, scholarly journals, popular magazines, peer-reviewed, full-text, citations, primary sources, secondary sources and quiz students over the content.

**Assignment Week 5 due February 27, 2013:**

Provide a worksheet that requires students to identify a variety of sources.

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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Topic: Locating and Evaluating Book Sources</th>
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</thead>
<tbody>
<tr>
<td>February 27, 2013</td>
<td>Instructor will demonstrate effective search and evaluation strategies for locating books and e-books using the library catalog and the Worldcat database.</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes

The information literate student identifies a variety of types and formats of potential sources for information.

The information literate student constructs and implements effectively designed search strategies.
The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Core Curriculum Outcomes**

**Critical Thinking**

**Objective 1:** Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

**Required Readings**


**Discussion Week 6 due March 6, 2013**

What reasons does the author provide for student strengths and weaknesses in identifying primary sources?

**Assignment Week 6 due March 6, 2013**

Students will identify and evaluate five book sources for inclusion in their bibliography project.

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**Week 7**

**March 6, 2013**

**Topic: Locating and Evaluating Scholarly Journal Articles**

Instructor will demonstrate how to locate and evaluate scholarly articles using the library databases and how to locate the articles in full text.

**Student Learning Outcomes**

The information literate student identifies a variety of types and formats of potential sources for information.

The information literate student constructs and implements effectively designed search strategies.

The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Core Curriculum Outcomes**

**Critical Thinking**

**Objective 1:** Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

**Required Readings**

**Week 7**
*March 20, 2013*

**Discussion Week 7 due March 20, 2013**
Discuss the process of peer review and how it promotes research and publication.

**Assignment Week 7 due March 20, 2013**
Students will identify and evaluate five scholarly/peer reviewed articles on their topic for inclusion in their bibliography.

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<table>
<thead>
<tr>
<th>Week 8</th>
<th>March 20, 2013</th>
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<tbody>
<tr>
<td><strong>Topic: Locating and Evaluating Popular Articles</strong></td>
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<tr>
<td>Instructor will demonstrate the differences between scholarly and popular articles and how to locate popular articles in the databases.</td>
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</tbody>
</table>

**Student Learning Outcomes**
- The information literate student identifies a variety of types and formats of potential sources for information.
- The information literate student constructs and implements effectively designed search strategies.
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Core Curriculum Outcomes**

**Critical Thinking**

**Objective 1:** Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

**Required Readings**

**Discussion Week 8 due March 27, 2013**
What can assessing popular articles teach students? How can this help you?

**Assignment Week 8 due March 27, 2013**
Students will identify and evaluate five popular articles related to their topic for inclusion in their bibliography.

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<table>
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<tr>
<th>Week 9</th>
<th>March 27, 2013</th>
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<tbody>
<tr>
<td><strong>Topic: Locating and Evaluating Web Resources</strong></td>
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<tr>
<td>Instructor will discuss effective search strategies and ways to evaluate web resources.</td>
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<tr>
<td>Week 10</td>
<td>April 3, 2013</td>
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<tr>
<td><strong>Topic: Locating and Evaluating Government Resources</strong></td>
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<tr>
<td>Instructor will discuss the availability of government information and how it compares to other information sources.</td>
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</tbody>
</table>

**Student Learning Outcomes**
- The information literate student identifies a variety of types and formats of potential sources for information.
- The information literate student constructs and implements effectively designed search strategies.
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

**Core Curriculum Outcomes**

**Critical Thinking**

**Objective 1:** Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

**Required Readings**

**Discussion Week 9 due April 3, 2013**
What tips did you learn about designing and evaluating a website? Take a look at the library home page what changes do you suggest?

**Assignment Week 9 due April 3, 2013**
Students will locate and evaluated five web sites related to their topic for inclusion in their bibliography assignment.
Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.

Required Readings

Discussion Week 10 due April 10, 2013
According to the article what can evaluating government sources teach a student? How it is related to information literacy?

Assignment Week 10 due April 10, 2013
Students will locate five sources for their bibliography that provide government information or offer perspectives at either the regional, national or international level.

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topic: Citing Sources in MLA Format</th>
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<tbody>
<tr>
<td>April 10, 2013</td>
<td>Instructor will discuss and demonstrate how to format citations in the MLA format.</td>
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</table>

Student Learning Outcomes
The student will be able to:
- Understand the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Core Curriculum Outcomes
Personal Responsibility
Objective 1: Student can demonstrate an awareness of the social issues around the use of information.
Objective 2: Students understand and avoid plagiarism
Objective 3: Students understand and correctly use the appropriate citation format.

Required Readings

Discussion Week 11 due April 17, 2013
What is it important to cite information for both faculty and students?

Assignment Week 11 due April 17, 2013
Students will create a list of citations in MLA format from the sources they have collected in previous exercises.
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Topic: Citing Sources in APA Format</th>
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<tbody>
<tr>
<td>April 17, 2013</td>
<td>Instructor will demonstrate how to format and use the APA format.</td>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td></td>
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<tr>
<td>The student will be able to:</td>
<td></td>
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<tr>
<td>• Understand the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
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<tr>
<td><strong>Core Curriculum Outcomes</strong></td>
<td></td>
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<tr>
<td><strong>Personal Responsibility</strong></td>
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<tr>
<td>• Objective 1: Student can demonstrate an awareness of the social issues around the use of information.</td>
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<tr>
<td>• Objective 2: Students understand and avoid plagiarism</td>
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<tr>
<td>• Objective 3: Students understand and correctly use the appropriate citation format.</td>
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<tr>
<td><strong>Required Readings</strong></td>
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<tr>
<td><strong>In class activity:</strong></td>
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<tr>
<td>Students will do peer review checks on the MLA bibliographies.</td>
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<tr>
<td><strong>Discussion Week 12 due April 24, 2013</strong></td>
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<tr>
<td>What solutions does the author offer for combating cheating and plagiarism?</td>
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<tr>
<td>Was the professor right in posting the information to his blog? Why or why not?</td>
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<tr>
<td><strong>Assignment Week 12 due April 24, 2013</strong></td>
<td></td>
</tr>
<tr>
<td>Students will create a list of citations in APA format from the sources they have collected in previous exercises.</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Topic: Copyright and Plagiarism</th>
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</thead>
<tbody>
<tr>
<td>April 24, 2013</td>
<td>Instructor will discuss the laws governing copyright and ways to prevent plagiarism when doing research papers.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>The student will be able to:</td>
<td></td>
</tr>
<tr>
<td>Understand the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally</td>
<td></td>
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<tr>
<td><strong>Core Curriculum Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1:</strong> Student can demonstrate an awareness of the social issues</td>
<td></td>
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</tbody>
</table>
around the use of information.

**Objective 2:** Students understand and avoid plagiarism  
**Objective 3:** Students understand and correctly use the appropriate citation format.

### Required Readings


### Discussion week 13 due May 1, 2013

Why does the author feel a librarian has a better grasp of the issues around copyright and plagiarism?

### Assignment week 13 due May 1, 2013

Students will turn in their bibliography assignments.

| Week 14 | May 1, 2013 | **Topic:** Review for Final Exam  
Instructor will review students for final exam and answer any questions related to the bibliography assignment. |
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<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
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The student will be able to:  
- The information literate student identifies a variety of types and formats of potential sources for information.  
- The information literate student constructs and implements effectively designed search strategies.  
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.  
- The information literate student understands the ethical issues surrounding the use of information and sources. |
| **Core Curriculum Outcomes** |  
**Communication**  
**Objective 2:** Student can understand the parameters of research assignment.  
**In Class activity**  
Students will discuss what they have learned about the research process and locating information.  
**Required Readings**  
None |
### Assignment:

Review for final exam.

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Topic: Final Exam</th>
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<tbody>
<tr>
<td>May 13, 2013</td>
<td>Students will take final exam and receive their bibliography projects</td>
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<tr>
<td>11:00-1:30pm</td>
<td></td>
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</tbody>
</table>

Revised February 28, 2013 TSHB