



Syllabus – Spring 2014

Department:	LIBR
Course Number/Section:	1101-48F
Course Title:	<i>Intro to Library Research</i>
Class Meetings:	TBA (asynchronous online) login anytime
Professor:	Theresa S. Hefner-Babb Gray Library 202 Phone: 409-880-2135 Email: Theresa.hefner-babb@lamar.edu <i>Office Hours: Tuesdays 9:30-11am and by appointment</i> Subject to change because of library instruction or reference desk duty

Teaching Philosophy

Welcome to LIBR 1101 online. Your reasons for taking this course could range from wanting to know more about doing research to needing a credit hour for the semester or graduation. Regardless of where you are in your college career this course will prove helpful. Research and the ability to carry it out successfully is part of college but is also something that you will use in your career and in the rest of your life, thus the phrase 'life-long learning'. This class takes place online with no on campus sessions so it will call for a great deal of discipline and time management on your part. It also requires computer literacy and ability to access the internet.

I believe that learning happens most productively when it is active and collaborative. Therefore, I will expect you to keep up with the readings, assignments, and discussions because an online course only works if students participate and keep up with the work. You need to take the initiative to review the materials I provide in the course. I want you to succeed in this class and I will work with you if you ask for help but I cannot know you need help unless you ask. Your questions may benefit other students so I encourage you to ask; I will set up a Blackboard discussion board forum where questions can be posted for the benefit of the class. I have an open door policy for help so let me know if you are having problems as soon as you notice it so we can get them resolved. I have traditional office hours so stop by if you are on campus, call or IM me via Ask a Librarian. I will provide you with my chat schedule and reference desk

schedule. I am interested in your input on the course so periodically I will ask you to complete surveys to see what needs modifying as the class progresses.

Course Description (University catalog)

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.

Instructor's Course Description

This course will employ the textbook, *100% Information Literacy Success*, which will help you advance through the process of determining your information needs, finding and accessing information, and evaluating and organizing information. Most importantly it will show you how to use information ethically and legally thus avoiding plagiarism and copyright infringement. The assignments in this class will examine the different types of information sources: books, articles, internet sites, government information, and more. The smaller assignments will culminate in an annotated bibliography of sources on a topic of the student's choosing. Each week you have the opportunity to participate in a discussion forum about a topic or topics related to the readings. To encourage collaboration some assignments will be assigned to groups while others will incorporate peer review.

Purpose of the Course

The purpose of this class is to provide a basic library research course that will benefit you, the student, as you progress through your college career and move into the workforce. As a component of the core curriculum this class integrates four of the core curriculum outcomes: communication, critical thinking, social responsibility and teamwork. The ultimate goal of this class is for you to grow as an information literate individual who can locate, evaluate, and ethically use information from a variety of sources. This class is beneficial to students from all backgrounds and all majors and it is aligned to established national literacy standards compiled by the Association of College and Research Libraries.

Students who take this course find it immediately useful in their other courses that require research papers or projects. You will be able to locate research materials in a more efficient manner and learn to determine how reliable the source is for your research. This class provides a firm foundation for students who will move into professions requiring research skills including, but not limited to engineering, nursing, education, and business. Students who plan to attend graduate school gain the advantage of already knowing how to research databases and create citations. Any student who takes this course will find themselves better prepared to meet the demands of our information filled society.

Prerequisites: None.

Required Textbook

Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information literacy success*. 2d. Boston

Wadsworth, Cengage Learning. ISBN: 9780495913771. Also available as an e-book from the publisher. Your book should be packaged with Web Tutor Access card for Blackboard.

Course Outcomes

Learning Outcomes:

- You will be able to define and provide examples of information literacy.
- **You will be able to identify a variety of types and formats of potential sources for information.***
- You will be able to construct and implement effectively designed search strategies.
- You will be able to apply initial criteria for evaluating both the information and its sources.
- **You will be able to define and provide examples of ethical issues surrounding the use of information and sources.***

***Outcome will be used for assessment for the ACES Fellows program**

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 an asynchronous online course with all assignments and materials posted online via Blackboard. Student attendance and participation is expected and required. There are no on campus meetings for this class. Students who stop participating in the course will be recommended to STARS for intervention.

Illness

In the event that you become ill and it prevents you from participating exceptions will be made if the proper documentation is provided (i.e. doctor's note, hospital, obituary, 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.

Late and Make Up Work

I expect you to submit your work on time. Due dates in an online course are no different than in a face to face course. Late work may result in a grade penalty. If you need extra time on an assignment please contact me before the due date. Missed work can be made up if you provide the proper documentation.

Drop/Withdrawal

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

The last day to drop without academic penalty is **February 14, 2014.**

The final drop day with academic penalty is **March 27, 2014.**

Note: Students who are passing at the final drop w/penalty date (March 27, 2014) will receive a Q. If failing, the course students will receive an F. The grade is determined by the faculty member based on the work completed to date.

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). If you have a memo from the SFSWD please forward it to me as we are not automatically provided copies of your memos because of privacy considerations.

Behavior in an online class setting

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. Emails to the instructor should be addressed to either Mrs. Hefner-Babb or Professor Hefner-Babb, not a blank space or Hey, . I will not respond to messages that are not addressed appropriately. I will respond to your message in a reasonable time frame.

I reserve the right to remove offensive posts from the discussion forums. Keep in mind the rules of netiquette. Do not type in all caps as it is considered shouting. Also do not use chat abbreviations when writing discussion posts and other assignments. Please use proper English grammar and spelling.

Student Code of Conduct

Familiarize yourself with the **Student Code of Conduct** found on the LU home page as this governs classroom behavior and interaction with faculty and students.

Emergency Information:

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

NOTE: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Note on Internet Access and Time Commitment

This course requires advanced computer literacy and access to the Internet. Many of the resources you will use will be online, including the 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. Keep in mind that the library is the only open lab on campus so the computers are in high demand. 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

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: I expect that

- Your assignments will be turned in complete and on time
- You will communicate with me 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.

Grading and Evaluation

Assignments

Weekly Library Exercises (13 at 20 points each) – 31 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) – 15 percent of total grade

Every week the class will be assigned a discussion question related to the textbook readings. The instructor will post questions from the reading for students to respond to in the discussion forum in Blackboard.

Chapter Quizzes (6 x 25 points) – 18 percent of total grade

At the end of each chapter students will take an online quiz over the chapter content.

Annotated Bibliography Project (200 points) – 24 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) – 12 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

Assignments (13 x 20 points)	260 points (31% of final grade)
Discussion posts (13 x 10points)	130 points (15% of final grade)
Chapter Quizzes (6 x. 25 points)	150 points (18% of final grade)
Annotated Bibliography Project	200 points (24% of final grade)
Final Exam	100 points (12% of final grade)

Total Points **840 points**

Grading Scale

739 - 840	(88% -100%)	A
630 - 738	(75% - 87%)	B
521 - 629	(62% - 74%)	C
420 - 520	(50% - 61%)	D
419 - 0	(49% - 0%)	F

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

Schedule	Course Activities and Assignments
<p style="text-align: center;">Week 1</p> <p>January 13, 2014 To January 19, 2014</p>	<p>Topic: Course Introduction and the Definition of Information Literacy</p> <p>Instructor will review the syllabus and the definition of information literacy and how it relates to lifelong learning.</p> <p style="text-align: center;">Student Learning Outcomes</p> <p>You will be able to define and provide examples of information literacy.</p> <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication:</p> <p>Objective 1: Student can define and provide examples of information literacy</p>
<p>Required Readings</p>	<p>Gross, M., & Latham, D. (2012). What's skill got to do with it? Information literacy skills and self-views of ability among first-year college students. <i>Journal of the American Society for Information Science & Technology</i>, 63(3), 574-583. doi:10.1002/asi.21681</p> <p>Textbook: Read Chapter 1, pages 3 – 20.</p>
<p>Assignments due on or before midnight on January 19, 2014</p>	<p style="text-align: center;">Online discussion in small groups</p> <p>Complete Activity #2: Predicting the Future of Information pages 29-30 of the textbook.</p> <p style="text-align: center;">Discussion Week 1 – due January 19, 2014</p> <p>Based on the readings for this week how would you assess your current information literacy skills? Provide reasons for your belief in your skills.</p> <p style="text-align: center;">Assignment Week 1 – Due January 19, 2014</p> <p>Complete Activity #1 Self-Analysis: Research Process on page 28-29 of the textbook.</p>
<p style="text-align: center;">Week 2</p> <p>January 20, 2014</p>	<p>Topic: Steps in Effective Research</p> <p>Instructor will discuss the steps of the research process from selecting a</p>

<p>To January 26, 2014</p>	<p>topic to locating, evaluating and citing sources.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication</p> <p style="text-align: center;">Objective 2: Student can understand the parameters of the research assignment</p>
<p>Readings</p>	<p>Textbook: Read Chapter 1 pages 23 to 28</p>
<p>Assignments Due on or before January 26, 2014 at midnight</p>	<p style="text-align: center;">Discussion</p> <p>What are some of the reasons that contribute to poor research papers in college? Suggest some changes that could be made. Respond to two classmates posts. (Total posts 3 for the week)</p> <p style="text-align: center;">Assignment</p> <p>Do Activity #3 Web Research pages 29-30 in the textbook</p>
<p>Week 3 January 27, 2014 To February 2, 2014</p>	<p>Topic: The Research Process</p> <p>Instructor will discuss the relationship of the thesis to the research process and the proper way to construct a thesis or research statement.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to construct and implement effectively designed search strategies <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication</p> <p>Objective 3: Student can formulate a thesis statement or research question that fits into the parameters of the research assignment.</p>
<p>Required Readings</p>	<p>Textbook: Read Chapter 2 pages. 33-38.</p>
<p>Assignments Due on or before</p>	<p style="text-align: center;">Discussion Week 3</p> <p>Think about a research project you have completed in the past.</p>

<p>midnight on February 2, 2014</p>	<p>1. What is an effective research question? 2. What are good focused questions you could have asked for this project?</p> <p style="text-align: center;">Assignment Week 3</p> <p>Individual & Group assignment: Look at the requirements for the annotated bibliography project. Individually create a flow chart and post it to the class discussion forum. Comment on two classmates charts.</p> <p style="text-align: center;">Test</p> <p style="text-align: center;">Complete Chapter 1 Test</p>
<p style="text-align: center;">Week 4</p> <p>February 3, 2014 To February 9, 2014</p>	<p>Topic: Creating a Search Strategy</p> <p>Instructor will show students how to use their thesis statement to create a search strategy with keywords and synonyms.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to construct and implement effectively designed search strategies <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking:</p> <p style="padding-left: 40px;">Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.</p> <p>Teamwork:</p> <p style="padding-left: 40px;">Objective 1: Student can work with others to accomplish a shared goal.</p>
<p>Required Readings</p>	<p>Textbook read Chapter 2 pages 39-70.</p>
<p>Assignments due by Midnight on February 9, 2013</p>	<p style="text-align: center;">Discussion</p> <p>Of the two types of information sources, primary and secondary, which do you think is more accessible? Why?</p> <p style="text-align: center;">Assignment</p> <p>Complete Activity #1 Resource Exploration page 65-66</p>

<p>Week 5 February 10, 2014 To February 16, 2014</p>	<p>Topic: Identifying Sources</p> <p>Instructor will discuss primary vs. secondary sources, scholarly vs. popular articles, and differences between books, articles, and web sources.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to identify a variety of types and formats of potential sources for information. • You will be able to construct and implement effectively designed search strategies. • You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p>Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p>Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
<p>Readings</p>	<p>Required Readings</p> <p>Lombard, E. (2010) "Perspectives on... primary and secondary sources." <i>Journal of Academic Librarianship</i> 36.3 (2010): 250-253.</p>
<p>Assignments due by midnight on February 16, 2014</p>	<p>Discussion</p> <p>Discuss the different sources mentioned in the article and their distinguishing characteristics.</p> <p>Assignment</p> <p>Do activity 2 Database exploration on pg. 66 of the textbook Chapter 2 Test</p>
<p>Week 6 February 17, 2014 To February 23, 2014</p>	<p>Topic: Locating and Evaluating Book Sources</p> <p>Instructor will demonstrate effective search and evaluation strategies for locating books and e-books using the library catalog and the Worldcat database.</p>

	<p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to identify a variety of types and formats of potential sources for information. • You will be able to construct and implement effectively designed search strategies. • You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p style="padding-left: 40px;">Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
Required Readings	Textbook: Read Chapter 3, pg. 71-102
<p style="text-align: center;">Assignments due by midnight on February 23, 2014</p>	<p style="text-align: center;">Discussion</p> <p>What is your current procedure for taking notes on the information you find in your research? How effective to you think your note-taking strategy is? What could you do differently to improve your note-taking effectiveness?</p> <p style="text-align: center;">Assignment</p> <p>Students will use the library catalog or Worldcat to identify and evaluate five book sources for inclusion in their bibliography project.</p> <p>Students will answer one writing prompt under the Learning Log.</p>
<p style="text-align: center;">Week 7 February 24, 2014 To March 2, 2014</p>	<p style="text-align: center;">Topic: Locating and Evaluating Scholarly Journal Articles</p> <p>Instructor will demonstrate how to locate and evaluate scholarly articles using the library databases and how to locate the articles in full text</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to identify a variety of types and formats of potential sources for information. • You will be able to construct and implement effectively designed

	<p>search strategies.</p> <ul style="list-style-type: none"> You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p>Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Required Readings</p> <p>Lee, A. (2008). Bringing pedagogy to doctoral publishing. <i>Teaching In Higher Education</i>, 13(5), 511-523.</p> <p>Textbook, Read Chapter 4 pages 103-142</p>
<p style="text-align: center;">Assignments due by midnight on March 2, 2014</p>	<p>Discussion Week 7</p> <p>Discuss the process of peer review and how it promotes research and publication.</p> <p>Assignment Week 7</p> <p>Students will use library subscription databases to identify and evaluate five scholarly/peer reviewed articles on their topic for inclusion in their bibliography</p> <p>Students will respond to one writing prompt under the Learning Log.</p> <p>Test – Chapter 3</p>
<p style="text-align: center;">Week 8</p> <p style="text-align: center;">March 3, 2014</p> <p style="text-align: center;">To</p> <p style="text-align: center;">March 16, 2014</p>	<p>Topic: Locating and Evaluating Popular Articles</p> <p>Instructor will demonstrate the differences between scholarly and popular articles and how to locate popular articles in the databases.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to construct and implement effectively designed search strategies.

	<ul style="list-style-type: none"> You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p>Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
Readings	Required Readings Textbook Read Chapter 5 pages 143-180
Assignments due by midnight on March 16, 2014	<p style="text-align: center;">Discussion</p> <p>What can assessing popular articles teach students? How can this help you?</p> <p style="text-align: center;">Assignment</p> <p>Students will use library subscription databases to identify and evaluate five popular articles related to their topic for inclusion in their bibliography.</p> <p>Students will respond to one prompt in their Learning Log</p> <p>Test Chapter 4</p>

<p>Week 9 March 17, 2014 To March 23, 2014</p>	<p>Topic: Locating and Evaluating Web Resources</p> <p>Instructor will discuss effective search strategies and ways to evaluate web resources.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to identify a variety of types and formats of potential sources for information. • You will be able to construct and implement effectively designed search strategies. • You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p>Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
<p>Required Readings</p>	<p>Review information in Chapter 4 about web resources.</p>
<p>Assignments due by midnight on March 23, 2014</p>	<p style="text-align: center;">Discussion</p> <p>What kinds of issues might cause a website to be ignored or deleted from the internet?</p> <p style="text-align: center;">Assignment</p> <p>Students will locate and evaluate five web sites related to their topic for inclusion in their bibliography assignment.</p> <p>Student will respond to one prompt under the Learning Logs</p>
<p>Week 10 March 24, 2014 To March 30, 2014</p>	<p>Topic: Locating and Evaluating Government Resources</p> <p>Instructor will discuss the availability of government information and how it compares to other information sources.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to identify a variety of types and formats of potential

	<p>sources for information.</p> <ul style="list-style-type: none"> You will be able to construct and implement effectively designed search strategies. You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking</p> <p>Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
Required Readings	Hogenboom, K. (2005). Going Beyond .gov: Using Government Information to Teach Evaluation of Sources. <i>Portal: Libraries & The Academy</i> , 5(4), 455-466.
Assignments due by midnight March 30, 2014	<p style="text-align: center;">Discussion</p> <p>According to the article what can evaluating government sources teach a student? How it is related to information literacy?</p> <p style="text-align: center;">Assignment</p> <p>Students will locate five sources for their bibliography that provide government information or offer perspectives at either the regional, national or international level.</p> <p>Students will post a response to one of the prompts on the learning log.</p>
Week 11 March 31, 2014 To April 6, 2014	<p style="text-align: center;">Topic: Citing Sources in MLA Format</p> <p>Instructor will discuss and demonstrate how to format citations in the MLA format.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of ethical issues surrounding the use of information and sources.* <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Personal Responsibility</p> <p>Objective 1: Student can demonstrate an awareness of the social issues around the use of information.</p>

	<p>Objective 2: Students understand and avoid plagiarism</p> <p>Objective 3: Students understand and correctly use the appropriate citation format.</p>
Readings	<p>Required Readings</p> <p>Coker, J. (2006, March). Citing by example: Responsible science teaching in the information age. <i>Journal of College Science Teaching</i>. 35(5), 6.</p>
Assignments due by midnight on April 6, 2014	<p>Discussion</p> <p>What is it important to cite information for both faculty and students?</p> <p>Assignment</p> <p>Students will create a list of citations in MLA format from the sources they have collected in previous exercises and will post it for peer review by a classmate.</p>
<p>Week 12</p> <p>April 7, 2014</p> <p>To</p> <p>April 13, 2014</p>	<p>Topic: Citing Sources in APA Format</p> <p>Instructor will demonstrate how to format and use the APA format.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of ethical issues surrounding the use of information and sources.* <p>Core Curriculum Outcomes</p> <p>Personal Responsibility</p> <ul style="list-style-type: none"> 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.
Readings	<p>Required Readings</p> <p>Jagadesh Kumar, M. M. (2012, September). Honestly Speaking about Academic Dishonesty. <i>IETE Technical Review</i>. pp. 357-359. doi:10.4103/0256-4602.103162.</p>
Assignments due by midnight on	<p>Discussion</p> <p>What solutions does the author offer for combating cheating and</p>

<p>April 13, 2014</p>	<p>plagiarism? Was the professor right in posting the information to his blog? Why or why not?</p> <p style="text-align: center;">Assignment</p> <p>Students will create a list of citations in APA format from the sources they have collected in previous exercises and post it for peer review by another student.</p>
<p>Week 13</p> <p>April 14, 2014 To April 20, 2014</p>	<p>Topic: Copyright and Plagiarism</p> <p>Instructor will discuss the laws governing copyright and ways to prevent plagiarism when doing research papers.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> • You will be able to define and provide examples of ethical issues surrounding the use of information and sources.* <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Personal Responsibility</p> <ul style="list-style-type: none"> • 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.
<p>Readings</p>	<p style="text-align: center;">Required Readings</p> <p>Wood, G., & Warnken, P. (2004). Managing technology: Academic original sin: Plagiarism, the internet, and librarians. <i>Journal Of Academic Librarianship</i>, 30(3), 237-242.</p> <p>Textbook Chapter 6 pages 181-189 and 193-224</p>
<p>Assignments due by midnight on April 20, 2013</p>	<p style="text-align: center;">Discussion</p> <p>Why does the author feel a librarian has a better grasp of the issues around copyright and plagiarism?</p> <p style="text-align: center;">Assignments</p> <p>Students will turn in their bibliography assignments.</p> <p>Students will complete the plagiarism tutorial in IRIS and take an online quiz in Blackboard.</p>

<p>Week 14 April 21, 2014 To April 27, 2014</p>	<p>Topic: Review for Final Exam Instructor will review students for final exam and answer any questions related to the bibliography assignment.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to construct and implement effectively designed search strategies. You will be able to articulate and apply initial criteria for evaluating both the information and its sources. You will be able to define and provide examples of ethical issues surrounding the use of information and sources.* <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication Objective 2: Student can understand the parameters of research assignment.</p>
<p>Readings</p>	<p style="text-align: center;">Required Readings</p> <p>Review pages from chapter 6</p>
<p>Assignments due by Midnight of May 5, 2014</p>	<p style="text-align: center;">Assignment: Chapter 6 test</p>
<p>Week 15 May 6-15, 2014</p>	<p>Topic: Final Exam Students will take final exam.</p>

Revised December 10, 2013 TSHB