

**Rio Hondo College  
Library & Instructional Support**

**LIB 101  
Fundamentals of Library Research**

Course Description

This course promotes information literacy by introducing students to the resources available in an academic library, including books, online catalogs, online databases, and Web sources. Students learn how to define their research problem, apply appropriate search tools, analyze and evaluate information and search strategies, and use information ethically and legally. The critical thinking skills and research strategies learned in this class will benefit students who need to find information for college-level research assignments, career demands, and lifelong learning.

*3 Units/54 Total Lecture Hours*

[2013-2014]

## Rio Hondo College

### I. Department: Library

**Course Number: 101**

**Course Title: Fundamentals of Library Research**

**Units: 3**

**Hours: 54 Lecture \_\_\_\_\_ Lab**

**Advisory: ENGL 035 or ENLA 100 or appropriate assessment; READ 023 or appropriate assessment; CIT 100A.**

**Prerequisite: None**

**Corequisite: None**

### II. Need/Justification/Goals

Library research skills are an essential component of information competency (also known as information literacy), defined as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (Association of College and Research Libraries, 2000).

Standard II of the 2001 WASC accreditation standards for community and junior colleges specifies that institutions provide “ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.” Section 3b of Standard II further recommends that general education include information competency, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. LIB 101 is one way by which these accreditation standards can be met.

### III. Title V Requirements

#### A) Entering Skills:

Upon entering this course, students should:

1. Be able to write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks;
2. Comprehend textbook reading written at the early-college level, and
3. Be able to use the alphanumeric keyboard on a microcomputer by touch.

#### B) Exiting Skills/Objectives

Upon exiting the course, students should be able to:

1. Understand the structure of the information environment and the processes by which both scholarly and popular information is produced, organized, and disseminated.
2. Identify a research topic or other information need, formulate appropriate questions, and modify the topic to achieve a manageable focus.
3. Select appropriate information retrieval systems for the research topic by investigating the scope, content, organization, and help features of such search tools as online catalogs, reference sources, periodical databases, and Web sites.
4. Identify keywords, synonyms, and related terms for the information need and select controlled vocabulary specific to the search tool (e.g., library catalog).
5. Construct and implement search strategies using appropriate search features and commands for the information retrieval system selected (e.g., Boolean operators, truncation, field-searching, etc.; internal organizers such as indexes for books).
6. Understand the necessity for citing sources and utilize the correct citation format for a variety of print and electronic sources.
7. Understand the need to evaluate resources before using them as the basis for research and apply established guidelines in evaluating information found on the Web.
8. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.
9. Demonstrate an understanding of what constitutes plagiarism.

#### C) Minimum Required for a “C”:

Students must have completed class exercises, assignments, quizzes/exams, and final project with a total grade of at least 70% in order to pass the class with a grade of “C”.

## V. Course Content

### A. The Organization of Knowledge

1. From data to information to knowledge
2. Primary and secondary sources
3. Popular vs. scholarly sources
4. Libraries and research sources
  - a. Print and online reference materials
  - b. Print and online periodicals
  - c. Reference vs. circulating materials
5. Citing print and electronic sources
  - a. MLA guidelines
  - b. Introduction to other style guides, e.g., APA
  - c. Citation examples

### B. Basic Internet

1. Terminology and usage, including:
  - a. Browsers
  - b. URL
  - c. Navigation toolbars
  - d. Browser's Find feature
  - e. Print preview
2. How the Internet and the World Wide Web work
3. Types of informational resources and search tools on the Web
  - a. Web directories
  - b. Search engines
  - c. Virtual libraries

### C. General Search Strategies: Print and Online Sources

1. Determining your information needs
2. Free text search vs. keyword and phrase searches
  - a. Definitions: keywords, stop words, phrases
  - b. Choosing best keywords
  - c. Broadening or narrowing a topic
    - 1) Modifying keywords
    - 2) Choosing synonyms
    - 3) Concept mapping
  - d. Appropriate use of phrase searching
3. Controlled vocabulary searching
4. Boolean searching
  - a. Boolean operators
  - b. Using single or multiple Boolean operators
5. Truncation and other search techniques
6. Solving dead links

#### D. Searching Online Databases

1. Differences between proprietary databases and Web sites
2. Search strategies for proprietary databases such as
  - a. ProQuest: Search options including subject/controlled vocabulary, Boolean operators, date range, article type and truncation
  - b. Additional databases such as EBSCOhost, SocIndex, Literature Resource Center and Biography Resource Center: Applicable search options for each.
3. Online databases with free Web access such as Google Search, Google Books, PubMed, and others

#### E. Searching Library Catalogs

1. Rio Hondo College Library's online catalog
  - a. Basic and Advanced searching
  - b. Understanding the parts of a library catalog record
  - c. How to read LC call numbers
  - d. Searching the catalog vs. browsing the shelf
2. Other online catalogs
  - a. College libraries vs. public libraries
  - b. Library of Congress Classification System vs. Dewey Decimal System

#### F. Evaluating Information Sources

1. Reasons to evaluate
2. Guidelines for evaluation
  - a. Authority
  - b. Currency
  - c. Objectivity
  - d. Accuracy
  - e. Other criteria

#### G. Copyright and Plagiarism

1. Definitions of plagiarism and copyright
  - a. Fair use
  - b. Public domain
2. How to avoid plagiarism and copyright infringement
3. Citing print and electronic sources
  - a. MLA guidelines and citation examples
  - b. Introduction to other style guides, e.g., APA
4. Internet copyright issues
5. Other ethical and legal issues, such as:
  - a. Library censorship
  - b. Privacy issues

**V. Textbooks**

Latest updates of information literacy texts such as:

Quaratiello, Arlene Rodda. *The College Student's Research Companion: Finding, Evaluating, and Citing the Resources You Need to Succeed*. 5th ed. NY: Neal-Schuman, 2011. Print.

**Other Instructional Material**

Access to computers

## **V. Course Objectives**

The Student Will Be Able To:

- A. Understand the structure of the information environment and the processes by which both scholarly and popular information is produced, organized, and disseminated
- B. Identify a research topic or other information need, formulate appropriate questions, and modify the topic to achieve a manageable focus
- C. Select appropriate information retrieval systems for the research topic by investigating the scope, content, organization, and help features of such search tools as online catalogs, reference sources, periodical databases, and Web sites
- D. Identify keywords, synonyms, and related terms for the information need and select controlled vocabulary specific to the search tool (e.g., library catalog)
- E. Construct and implement search strategies using appropriate search features and commands for the information retrieval system selected (e.g., Boolean operators, truncation, field-searching, etc.; internal organizers such as indexes for books)
- F. Understand the necessity for citing sources and utilize the correct citation format for a variety of print and electronic sources
- G. Understand the need to evaluate resources before using them as the basis for research and apply established guidelines in evaluating information found on the WWW
- H. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material
- I. Demonstrate an understanding of what constitutes plagiarism.

## **VII. Methods of Instruction**

- A. Lecture and class discussion
- B. Class demonstration and hands-on instruction
- C. Review of exercises and homework
- D. Audiovisual presentations
- E. Group work

## **VIII. Assignments**

- A. Read required materials.
- B. Complete Web-based activities and other library research exercises.
- C. Prepare search strategies and practice searching skills.
- D. Locate, evaluate, select, and compile information resources into an annotated bibliography on a selected topic.
- E. Participate in class discussions.
- F. Present individual and group findings in class.

## **IX. Methods of Evaluation**

- A. Evaluate the student's ability to select and use appropriate search strategies through written and online library research exercises.
- B. Assess the student's ability to locate, evaluate, select, and compile information resources on a selected topic through an annotated bibliography or similar final project.
- C. Assess the level of knowledge and critical thinking abilities gained from lecture, readings and exercises through quizzes/exams.
- D. Appraise the student's class contributions and participation for understanding of basic research concepts.