LIR 110 Course Syllabus

Essential Course Information

Course Title: Research Methods in an Online World
Course: Library Information Resources 110 (LIR 110)
Dates: February 1 through March 26, 2021
Instructor: Felicia Kalker, felicia.kalker@gcccd.edu

Time and Place: This is an **online course** with all of the assignments and materials online in **Canvas**. Canvas is the official Learning Management System used by Grossmont College.
Please log in to Canvas at https://gcccd.instructure.com.
My *Welcome!* and much more are on the course home page. Detailed instructions on using Canvas will be provided.

Course Description (catalog information)

Designed for the student who would like to improve critical research skills. Students will learn to navigate research tools – such as databases and search engines – for specific information needs. Students will develop search strategies and express their research questions in relevant search terms. In addition, they will evaluate information and create citations in accordance with style manuals. Ethical issues about information will also be introduced. Familiarity with basic computer operation is strongly recommended.

Textbook Information

This course is ZTC (Zero Textbook Cost) meaning, you do not have to purchase a textbook for this course. Most reading materials and/or videos will be provided in Canvas. We will use parts of two textbooks that are available online for free:

(1) *Web Literacy for Student Fact-Checkers* by Mike Caulfield. https://webliteracy.pressbooks.com/.

(2) *The Information Literacy User's Guide,* by Greg Bobish and Trudi Jacobson (Eds). https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/

Pace of the Course

You should expect to spend approximately **5-6 hours each week** on work for this course. Although it is one unit, it is eight weeks long and therefore compressed into half the time (meaning the pace is doubled). **This is not a self-paced course.** Materials will be provided on a weekly basis and must be completed on a weekly basis. Readings and assignments will usually be available on Sunday at the beginning of the week, and most assignments will be due the following Sunday. Discussion board posts are due earlier, to allow you time to reply to classmates' posts. (Note: the Final Project will typically be made available at least 5 weeks in advance of the due date.) **Each weekly module must be completed before you can proceed to the next one. It is important to log in to Canvas early and plan your week so you can complete all the readings, discussion and activities on time.**

Course Objectives

The student will:

a. Write a research question with a scope appropriate to the information need.
b. Identify research tools appropriate for the information need.
c. Employ effective search strategies to find information.
d. State the reasons why a source is useful for the information need.
e. Articulate the qualities in context of an appropriate source (e.g. authority, purpose, relevance).
f. Demonstrate his/her research process (e.g. annotated bibliography, short essays).
g. Give proper credit to the original ideas of others through attribution such as citation.

Student Learning Outcomes

Upon completion of this course, students will be able to do the following:

a. Recognize an information need and formulate an appropriate question.
b. Employ various research methods based on the information need to find sources.
c. Evaluate information resources for their appropriateness for academic research.

Communication with the Instructor

Please ask questions first via Canvas in the open **Q&A discussion board**. Often your classmates will have the same question that you do, so everyone will benefit from seeing the answer. Sometimes your classmates may have the answer. If however you have a question that is specific to yourself or personal in nature, please feel free to email the instructor, Felicia Kalker, by using the **Canvas Inbox** tool. Watch this video tutorial on how to use the Conversations (Inbox) tool. This will send email directly to my email address. Please be sure to use "LIR 110" in the subject line of your email. I will usually return all messages within 24 hours Monday through Friday. Messages sent on Friday evening, Saturday or Sunday may have a slower response time. Students are also expected to answer emails from the instructor and your fellow classmates within 24 hours Monday - Friday, except in emergency situations.

Online Attendance and Drop/Withdrawal Policy

In an online course we need to "see" you (see your involvement in the online activities or discussions) in order to verify that you are really enrolled in the course. If you are not online during the first two weeks, it appears you are not really taking the class, and especially with this class **because this is a very short term class (eight weeks). You will be dropped from the class by the Friday of the second week, if there has been no online activity.** Plan your time. Think about the time commitment this class entails, and if you have an issue or concern with this timeframe, we ask you please to communicate any difficulties immediately.

It is the student's responsibility to add, drop, or withdraw from the class before the deadlines found in the class schedule. If you do not drop the course within the time granted in the schedule, you will receive a letter grade.

Required Computer Skills and Equipment

You are required to have access to a computer with a usable, working Internet connection. You are required to have the basic keyboarding, internet, and word processing skills. **You will need to read your school email account or the email you have set up in Canvas for school-related messages.** Software requirements include word processing (e.g. Microsoft Word; do not use Apple's Pages unless you know how to convert these to Word files) and multimedia software such as Windows Media Player or QuickTime for Windows or Mac. Most videos included in the course should be viewable with an internet browser. You will also need the latest version of Adobe Reader and Adobe Flash.

> <mark>IMPORTANT</mark>: **Use a Firefox or Chrome browser. Some pages in Canvas will not work correctly with Safari or Microsoft Edge.**

Accommodations for Students with Disabilities

Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the [Accessibility Resource Center (ARC)](#) early in the term so that reasonable accommodations may be implemented as soon as possible. Students may contact ARC:

- Email: grossmont.arc@gcccd.edu
- Phone: 619-644-7112
  Callers who are hard-of-hearing or TTY Users, please dial CA Relay Services at 1-800-735-2922 (or 711)
- https://www.grossmont.edu/student-support/accessibility-resource-center/index.php

Academic Integrity and Online Behavior

Cheating or plagiarism (using the ideas, materials, or images of another without proper acknowledgement or permission) is not allowed. Cheating or plagiarism of any kind will result in a failing grade for the assignment in which the incident occurred. Three infractions will result in a failing grade for the course. Please refer to the College policy on Academic Integrity. Furthermore, online behavior that impedes the process of instruction, or distracts others such that learning is inhibited, is not tolerated and will be considered a breach of the Student Code of Conduct and be addressed accordingly. **Please treat all your classmates and your instructor with respect, professionalism and courtesy.**

Assignment Formatting Instructions

Many assignments will be required to be submitted using Microsoft Word, PDF or a plain text (.txt) file. These assignments should have a 1-inch margin, use 11 or 12 point font (with a consistent font), and be single spaced. Sometimes, a document template will be provided and if so, you can use the template, even if the formatting is different. This syllabus is an example of a document that meets the criteria. I have used headers to separate sections, and in other places I've used bullet points and outlined lists. However, all of my main fonts are consistent and using 11 point font. I am using a 1-inch margin.

Grading

There will be a total of 500 points in this class. **Each assignment in Canvas will clearly state the points possible and how it will be graded.** Usually I offer "bonus assignments" to give you an opportunity to

improve your grade. Your final project is an Annotated Bibliography which will be worth 30% of your grade. Participation points are for conferences approximately half-way through the eight-week session. Meeting with the librarian is mandatory, and there will be several options for how and where to have the online meeting (for example, via Zoom, regular phone call, other chat interface, etc). Peer conferences will be worth points as well. Assignments will be 36% of your grade. Due dates are firm. Late assignments or lack of participation may be excused in case of an emergency. I will use discretion if I am not made aware of the emergency in a timely manner. There will also be quizzes which are a significant portion of your grade.

Final Project (Annotated Bibliography)	150 points	30%
Assignments/Discussions	180 points	36%
Quizzes	100 points	20%
Participation in Student/Librarian and peer conferences	60 points	12%
Course Survey (at end)	10 points	2%

Understand how the grading system works and take responsibility. You will be able to weigh the relative importance of assignments for managing your own grade, based on the points system. **If you decide to "skip" an assignment, it is still necessary to turn in a blank submission in Canvas.** This will allow you to move on to the following week's work. Please note, no late assignments will be permitted unless there is a pre-approved excuse based on an emergency situation.

450-500 points: A
400-449 points: B
350-399 points: C
300-349 points: D
<300 pts: Failing

Course Schedule

Note: The schedule listed below is a plan, and like most plans it is subject to change, depending on the flow of discussion and/or significant political, cultural or other disruptive events.

Note too: The details about each week's readings, discussions and assignments are provided in Canvas. This is only a summary.

Week 1: Getting Started	Introductions, Research Questions Readings provided in Canvas. Assignment: Draft a Research Question	Feb. 1 – Feb. 6, 2021
Week 2: The Information Landscape	Topics: Journalism, Publishing, Types of Sources, Where Does the Library Fit in? Readings on information landscape provided in Canvas. READ Chapter 4, "Gather," in *The Information Literacy User's Guide* Assignment: Discussion about news reporting Quiz: Information Sources	Feb. 7 – Feb. 13, 2021

Week 3: Library Databases	Log in and Use Library Databases Practice Smart Search Strategies READ Ch. 2-3 *The Information Literacy User's Guide* + Other readings in Canvas Assignments: Research Log set up; practice Database Search Strategies	Feb. 14 – Feb. 20, 2021
Week 4: Google	**Student Conferences** Google Techniques & Pitfalls, Filter Bubbles READ Ch. 2-3 *The Information Literacy User's Guide* + Other readings & activities in Canvas Discussion: Compare Search Tools Quiz: Search Tools & Strategies	Feb. 21 – Feb. 27, 2021
Week 5: Web Literacy & Source Evaluation	CRAAP Test, Fact Checking, etc. READ Parts I, II, & IV of *Web Literacy for Student Fact-Checkers* Discussion: Source Evaluation Assignment: Approval of Final Research Question	Feb. 28 – March 6, 2021
Week 6: Citation & Academic Integrity	Citation Formats, Academic Integrity, Annotations Readings provided in Canvas Assignment: Academic Integrity Policy Assignment: First Draft Annotations Quiz: Citation	March 7 – March 13, 2021
Week 7: Books, Catalogs & Other Sources	Books, E-books, Public Data, etc. Readings provided in Canvas	March 14 – March 20, 2021
Week 8: Bringing It All Together, Final Project	Annotated Bibliographies Democracy & the Informed Citizen Readings & discussion activity provided in Canvas FINAL PROJECT: Annotated Bibliographies Due	March 21 – March 26, 2021 FINAL PROJECT DUE FRIDAY March 26 before 11:59pm