**Course Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LIB 103</td>
<td>Library Skills</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Lab/Other</td>
<td>None</td>
<td>sem/year</td>
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<tr>
<td>2 Lect/2 Lab (5 weeks)</td>
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<td>Fall and Spring</td>
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**Catalog description (2011-2013 Catalog):**
Survey of library services and resources, both print and non-print. Emphasizes research strategies to locate information for college reports and term papers, involving the online catalog, reference sources, Web-based resources, print indexes, and library equipment.

**Is course New, Revised, or Modified?**  No

**Required texts/other materials:**

All textbooks and course materials are available **free of charge** at the following links:

1) *The Information Literacy User’s Guide: An Open, Online Textbook*  
   Authors: Deborah Bernnard, Greg Bobish, Jenna Hecker, Irina Holden, Allison Hosier, Trudi Jacobson, Tor Loney, and Daryl Bullis. Editors: Greg Bobish and Trudi Jacobson  
   **ISBN:** 978-0-9897226-2-9

2) Information Literacy:  [http://www.webpages.uidaho.edu/info_literacy/index.htm](http://www.webpages.uidaho.edu/info_literacy/index.htm)

**Revision date:** September 20, 2017

<table>
<thead>
<tr>
<th>Course coordinator:</th>
<th>Pamela A. Price</th>
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<tbody>
<tr>
<td></td>
<td>LB 121</td>
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<tr>
<td></td>
<td>(609) 570-3562</td>
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<tr>
<td></td>
<td><a href="mailto:pricep@mccc.edu">pricep@mccc.edu</a></td>
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</tbody>
</table>

**Information resources:**
Students are required during lab to use library resources such as the online catalog, computers for accessing library electronic databases, periodicals, print resources, audiovisual resources, streaming media, and other relevant websites to their particular research interests.
Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

None

Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:

- Explain their selection of information resources to meet an information need
- Identify when to use a particular information resource to meet an information need
- Demonstrate how to locate print resources on the shelf
- Demonstrate how to use library electronic databases for a specific information need
- Analyze search results to choose those most relevant to a specific information need
- Demonstrate the ethical use of information in conducting research and in sharing research
- Explain how to use advanced search features and invisible web search engines
- Produce a bibliographic guide detailing resources needed to meet a specific information need

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the “Gen Ed Attachment”) should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.


Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I: The Library: An Introduction

Learning Objectives: The following general education knowledge goals and MCCC Core Skills pertain to each of the items in this unit.

General Education Knowledge Goals
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC Core Skills
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

The student will be able to…

- Identify public and technical service areas in a library
- Distinguish between scholarly and popular resources
- Distinguish major classification systems: Library of Congress, Dewey Decimal, and Superintendent of Documents
- Operate the online catalog to locate a resource
- Recognize major print and electronic reference resources: almanacs, bibliographies, dictionaries, encyclopedias, handbooks
- Locate a resource in the library

Unit II: Keywords, Boolean Searching, Periodicals and Periodical Access

Learning Objectives: The following general education knowledge goals and MCCC Core Skills pertain to each of the items in this unit.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC Core Skills
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

The student will be able to…

- Create keyword/Boolean search strategies appropriate for a specific information need
- Apply search strategies to the use of MCCC electronic databases to locate specific information
  - Distinguish print periodicals from electronic periodicals
  - Distinguish print reference books from electronic reference books
  - Distinguish electronic journal articles from electronic books, abstracts and search engine results
  - Distinguish search engines from electronic databases

Unit III: Reference Sources

Learning Objectives: The following general education knowledge goals and MCCC Core Skills pertain to each of the items in this unit.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC Core Skills
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

The student will be able to…

Identify and distinguish uses for both print and electronic government resources for a specific information need
Identify and distinguish uses for both print and electronic statistical sources for a specific information need
Identify and distinguish uses for both print and electronic biographical sources for a specific information need
Identify and distinguish uses for both print and electronic book reviews
Identify and distinguish uses for both print and electronic literary criticism

Unit IV: The Internet and the World Wide Web

Learning Objectives: The following general education knowledge goals and MCCC Core Skills pertain to each of the items in this unit.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

MCCC Core Skills
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

The student will be able to…

Apply search strategy skills to locate specific information
Distinguish between search engines to determine the best one for locating specific information
Identify and explain the value of using “invisible web” search engines
Demonstrate how to evaluate web information

Unit V: Pathfinders

Learning Objectives: The following general education knowledge goals and MCCC Core Skills pertain to each of the items in this unit.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

The student will be able to…

Design and create a bibliography for a research topic
Use all available resources to compile information
Explain reasoning for selecting a particular resource over another
Generate a list of resources suitable for use in conducting research on a particular topic

Evaluation of student learning:
Each class ends with lab work which is to be completed outside of class using the library as a laboratory. At the start of each class meeting, these assignments will be discussed and collected for grading. Class attendance is crucial because one missed class is equal to missing 20% of the course content. Anyone who cannot stay for an entire class period, will have 5% deducted from the final course grade. Each lab assignment is designed to demonstrate a student’s comprehension and ability to apply the previous week’s lecture to specific research.

Grading:

A = 90 - 100 Points
B = 80 - 89 Points
C = 70 - 79 Points
D = 60 – 69 Points
NC = 59 and below
Each of the four weekly assignments are worth 10 points and are due by the start of each class session. Assignments received late will have 2 points deducted.

The Pathfinder: 60 Points

A final project, called a pathfinder, is due on the last day of class but no later than one week after class ends. This project will be worth 60 points. It is expected that all readings and assignments will have been completed by the last day of class.

The final class project will require hands-on use of library resources to compile a pathfinder (a guide providing suggested resources needed to locate information) related to a research topic of the student's choice.

Grading of the final project will be based on the use of resources learned in class:

25 Points based on Research Strategy: Keywords selected, how the strategy was prepared, and how appropriate the strategy is for the selected research subject/topic.

25 Points based on Pathfinder Content: Which resources were selected and why were they selected, was there a wide range of resources cited such as books, periodicals, search engines, websites, streaming media, electronic books, electronic periodicals, how relevant is the content of cited resources.

5 Points for explaining the reasoning use in making the choices and decisions to compile the Pathfinder. Please explain in a one-paragraph essay why and what critical choices were made when deciding which resources to include or exclude.

Academic Integrity Statement: A primary purpose for this class is to instruct students how to find needed information and how to use it responsibility. Crediting sources from which text, illustrations, sounds, or any other communication is not the express words, illustrations, sounds, or actions of an individual using the information may constitute plagiarism. This is a very serious offense and, in keeping with MCCC Academic Integrity Policy [See http://mlink.mccc.edu/omb/OMB210.pdf], can result in the loss of a grade, failing this class, and/or a recommendation for suspension. Each student is to think carefully about giving the appropriate credit for all works reviewed before submitting work for this class.