

# LIS 001: AN INTRODUCTION TO BASIC RESEARCH SKILLS

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**Originator**

han-dunning

**Justification / Rationale**

This course has been revised from two credits to three credits in order to qualify for Cal State University's General Education pattern E (Lifelong Learning and Self Development). In addition, this course supports College of the Desert's new Institutional Learning Outcome - Information Literacy.

**Effective Term**

Fall 2022

**Credit Status**

Credit - Degree Applicable

**Subject**

LIS - Library & Information Studies

**Course Number**

001

**Full Course Title**

An Introduction to Basic Research Skills

**Short Title**

INTRO TO RESEARCH

**Discipline****Disciplines List**

Library Science

**Modality**

Face-to-Face  
100% Online  
Hybrid

**Catalog Description**

Appropriate for students pursuing almost any major, this course presents an introduction to the basic concepts and tools used in research. Emphasis is placed on how to develop a research topic and how to locate, evaluate, use, and cite relevant information. Students will learn to develop strategies for finding relevant research information in different modalities to address a variety of information needs.

**Schedule Description**

Introduction to the basic concepts and tools used for finding information for research projects. Students learn to develop a research topic and find, evaluate and use a variety of information sources. Students may choose the Pass/No Pass grading option. Advisory: CIS 010 & RDG 051

**Lecture Units**

3

**Lecture Semester Hours**

54

**Lab Units**

0

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

Advisory: CIS 010 &amp; RDG 051

**Limitation on Enrollment**

26

**Required Text and Other Instructional Materials****Resource Type**

Book

**Open Educational Resource**

Yes

**Formatting Style**

MLA

**Author**

Walter D. Butler; Aloha Sargent; and Kelsey Smith

**Title**

Introduction to College Research

**Year**

2021

**College Level**

Yes

**ISBN #**<https://introtocollegeresearch.pressbooks.com/>

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**Resource Type**

Book

**Open Educational Resource**

Yes

**Formatting Style**

MLA

**Author**

Carol M. Withers

**Title**

Information Literacy: Basic Research Skills

**Year**

2019

**College Level**

Yes

**ISBN #**

<https://asccc-oeri.org/wp-content/uploads/2021/03/INFORMATION-LITERACY-Basic-Research-Skills.pdf>

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**Class Size Maximum**

26

**Entrance Skills**

Read and comprehend instructions and information at an 8th-grade level

**Requisite Course Objectives**

RDG 051-4. Write organized summaries and reactions that capture main ideas and supporting details.

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**Entrance Skills**

Use a computer to write research papers and to access information on the internet.

**Requisite Course Objectives**

CIS 010-Using computers effectively requires that students can express their instructions in a form that the computer program can understand and execute.

CIS 010-Students must understand what they want to accomplish, what logical steps are required to accomplish the objective, and how to submit instructions to the computer to achieve the required objective.

CIS 010-Explain the basic concepts and understand the uses of various categories of productivity software, including word processing, electronic spreadsheets and database management.

CIS 010-Application software proficiency:

Demonstrate skills in disk and file management.

RDG 051-2. Use outlining, note-taking, mapping and summarizing strategies

RDG 051-4. Write organized summaries and reactions that capture main ideas and supporting details.

RDG 051-5. Understand multiple word meanings and synonyms.

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**Course Content**

1. College Research and information literacy/competency
2. Research and the scholarly conversation
3. The "information cycle"
4. The age of algorithms
5. Disinformation
6. Fact-checking
7. Types of information sources
8. Choosing a topic
9. Identifying keywords and creating search strategies
10. Finding materials in the library
11. Using library databases
12. A history of the internet
13. Searching the web
14. Ethical and legal use of information
15. Citing sources in the Modern Language Association citation style
16. Citing sources in the American Psychological Association citation style

**Course Objectives**

	Objectives
Objective 1	Define the concept of information literacy/competency and why it is an important skill in the modern era.
Objective 2	Identify several important concerns that scholars have about algorithmic biases in search engines.
Objective 3	Analyze how disinformation and the "attention economy" in popular and social media are creating a digitally polarized society.
Objective 4	Articulate several strategies for fact-checking sources.
Objective 5	Devise a strategy to trace information which may include data, quotes, or videos to its original source.

Objective 6	Outline the different types of information sources.
Objective 7	Explain the types of sources needed for an academic research project or paper.
Objective 8	Discriminate between the types of sources required to satisfy a personal information need.
Objective 9	Predict the type of information and information-seeking skills one might need to be successful in a chosen profession.
Objective 10	Create a research topic that is academically relevant to a given assignment.
Objective 11	Explain the importance of keywords and concepts and their application in search engines.
Objective 12	Articulate how to use various limiters and other search tools to refine your results on a variety of platforms.
Objective 13	Devise a strategy for finding different types of sources using the library.
Objective 14	Distinguish between scholarly, popular, credible, and trade resources.
Objective 15	Appraise the advantages and disadvantages of conducting research on the internet.
Objective 16	Identify strategies to make online searching more efficient.
Objective 17	Argue the importance of crediting creators for their work.
Objective 18	Define plagiarism as an intellectual concept and identify the different types of plagiarism.
Objective 19	Explain the difference between being a consumer of information and a scholar of information.
Objective 20	Construct basic citations in the Modern Language Association citation and American Psychological Association citation styles.

### Student Learning Outcomes

**Upon satisfactory completion of this course, students will be able to:**

Outcome 1	Design a search procedure utilizing different types of information resources to solve a basic research problem.
Outcome 2	Evaluate information sources for relevance and credibility given an academic, professional, or personal information need.
Outcome 3	Explain what it means to be an ethical user of information.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Activity	Students will locate and analyze resources (e.g. articles, books, websites, videos) for credibility and applicability to an information need.
Lecture	The instructor will cover various topics related to research including the use of PowerPoint slides, videos, websites, library course guides.
Participation	Students will discuss assigned readings (related to the topic of information literacy, research, or information ethics) in class and/or on a discussion board.
Technology-based instruction	The instructor will demonstrate the use of search engines, library databases, and other digital platforms to efficiently find information. This may be done in person or via a video.
Skilled Practice at a Workstation	Students will practice applying search skills (e.g. Boolean operators and database limiters).

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Weekly assignments that may include short answer analyses, one-page essays, and other work analyzing assigned readings from the textbook and supplementary materials.	Out of Class Only
Mid-term and final evaluations	Both a midterm and final exam will be given to students. The exams will comprise a mixture of multiple-choice and short-answer questions.	Out of Class Only

Term or research papers	Students will be assigned a short research paper on a topic of their choice using only credible or peer-reviewed resources in MLA or APA citation styles. As part of the assignment, students must design and explain their research process and the reasoning behind their choice of resources, search strategies, and technology tools.	In and Out of Class
Presentations/student demonstration observations	Students will work as teams to analyze or discuss various concepts such as the "information timeline" or "disinformation" and present to the class either in person or via a discussion board their findings.	In and Out of Class
Student participation/contribution	Students will participate in "Jeopardy" or "Kahoot" style games to test their knowledge or review key concepts from the textbooks and other reading materials.	In Class Only
Written homework	Students will have to create short annotated bibliographies using APA and MLA style citations.	Out of Class Only

## Assignments

### Other In-class Assignments

1. Watching in-person or online (asynchronous or synchronous) lectures by guest speakers.
2. Create controlled vocabulary to design search strategies.
3. Evaluate a variety of internet information resources.
4. Locate relevant periodical information in online databases.
5. Locate background information using online databases.

### Other Out-of-class Assignments

1. Self-paced modules or attendance of workshops offered by the Library, TASC, LinkedIn Learning, or other academic departments/resources.
2. Assigned readings from the textbook and other supplementary literature.
3. Finding examples of fake news, bad research, or other assigned topics in the news, social media, or the internet in general.

## Grade Methods

Student Option

## Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

## Instructional Materials and Resources

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Library databases: students will need to sign in via a secured proxy server with their COD credentials.

Library learning modules: An institutionally licensed platform, LibWizard, may be used to create self-paced learning modules. Student information is secured and may only be accessed by the instructor and other designated COD employees with credentials to the platform..

**If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.**

These platforms provide an accessible hands-on environment allowing students to practice research skills using a combination of videos and split screens.

## Effective Student/Faculty Contact

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

### Within Course Management System:

- Chat room/instant messaging
- Discussion forums with substantive instructor participation
- Online quizzes and examinations

Private messages  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
Synchronous audio/video  
Telephone contact/voicemail

**For hybrid courses:**

Library workshops  
Orientation, study, and/or review sessions  
Scheduled Face-to-Face group or individual meetings

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

By using the aforementioned methods, instructors will maintain an open line of communication, build a more open digital classroom culture, be "intrusive" and intentional in maintaining contact with students, and maintain regular effective contact.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

For students who are not responding via Canvas, direct email as well as telephone contact may bridge the gap. Synchronous audio/video (e.g. via YouTube streaming or Zoom) also helps students who may be having issues with Canvas or need more assistance outside of class.

**Other Information****Comparable Transfer Course Information****University System**

UC

**Campus**

UC Los Angeles

**Course Number**

C115

**Course Title**

Introduction to Information Literacies

**Rationale**

UCLA's Introduction to Information Literacies is substantively the same course.

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**University System**

CSU

**Campus**

CSU Los Angeles

**Course Number**

LIBR 2500

**Course Title**

Intermediate Information Literacy and Library Research Skills

**Rationale**

Substantively the same course

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**COD GE**

C4.B - Language and Rationality - Communication and Analytical Thinking

**CSU GE**

E - Lifelong Understanding and Self-Development

**MIS Course Data****CIP Code**

25.0101 - Library and Information Science.

**TOP Code**

160100 - Library Science, General

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to both UC and CSU

**General Education Status**

Y = Not applicable

**Support Course Status**

N = Course is not a support course

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

11/18/2021

**Academic Senate Approval Date**

12/09/2021

**Board of Trustees Approval Date**

01/21/2022

**Chancellor's Office Approval Date**

03/13/2022

**Course Control Number**

CCC000630457