



LIBR 150: RESEARCH SKILLS LIFELONG LEARN

Proposer:

Name:	Email:
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Effective Term:

Spring 2022

Credit Status:

Credit - Degree Applicable

Subject:

LIBR - Library

Course Number:

150

Catalog Title

Research Skills for Lifelong Learning

Catalog Description

This course helps students develop essential information literacy skills necessary for lifelong learning. Students will explore topics related to psychological, cultural, sociological, cognitive, and physiological impacts of living in an information society, such as the digital divide, intellectual freedom, health effects of internet use, information overload, and online privacy. They will learn to effectively retrieve information sources and use criteria to evaluate them for academic and personal use.

Advisory on Recommended Preparation:

COMP 130 or equivalent course with a minimum grade of C

Method of Instruction:

Distance Education
Lecture and/or Discussion

Course Units/Hours:**Course Units Minimum:**

3

Lecture Hours Minimum (week)

3

Total Contact Hours Minimum (semester)

52.5

Total Outside Hours Minimum (semester)

105

Total Student Learning Minimum Hours (semester)

157.5

Repeatability:

No

Open Entry/Exit:

No

Field Trips:

Not Required

**Grade Mode:**

Standard Letter

TOP Code:

160100 - Library Science, General

SAM Code:

E - Non-Occupational

Course Content**Methods of Assessment:**

Essay quizzes or exams
 Multiple choice tests
 Short answer quizzes or exams
 Skill demonstrations

Course Topics:

Course Topics	
1	Exploring socio-cultural and cognitive dimensions of research: a) History of the internet and World Wide Web b) Information power: big tech, social media, and net neutrality c) The impact of information as it relates to systemic inequalities: digital divide, information privilege, and paywalls d) Deep web and open web: Wikipedia, open access/Open Educational Resources (OERs), Khan Academy e) Social constraints on sharing information: censorship and intellectual freedom f) Legal use of information: copyright, fair use, Creative Commons, and public domain g) Ethical use of information: plagiarism, overview of citations, MLA focus
2	Exploring psychological and physiological dimensions of research: a) Information overload as psychological and physiological stressor b) Health effects of prolonged online media use and internet addiction (eyestrain, depression, anxiety, obesity, repetitive stress injuries, insomnia, etc.) c) Strategies and tools to reduce stress and library anxiety: c.1. The research process and organizing research c. 2. Formats and organization of information over time: scholarly, popular, periodicals, books, audio & visuals, primary and secondary c.3. Accessing and using LRC support services, online library catalog, and academic databases d) Evaluation of information sources for academic and personal use (e.g. financial, personal, and health research) e) Strategies for safeguarding online behavior: digital footprint, digital hygiene, privacy, and security.

Course Objectives:

Course Objectives	
1	Understand the value that is placed upon different types of information products in varying contexts.
2	Recognize the social impact of information inequities (e.g., the digital divide, information privilege, paywalls).
3	Articulate the significance of copyright, fair use, Creative Commons licensing, and the public domain.
4	Give credit to the original ideas of others through proper attribution and citation, while recognizing that intellectual property is a legal and social construct that varies by culture.
5	Develop strategies for coping with information overload and prolonged online media use to prevent negative psychological and physiological effects such as repetitive stress injuries, obesity, and addiction
6	Use various research methods, based on need, circumstance, and type of inquiry.
7	Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.
8	Understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information.



- 9 Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.
- 10 Understand how personal digital information is used by third parties and articulate strategies for safeguarding this information.

Course Outcomes:

Course Outcomes	
1	Create plans of action for managing information overload and prolonged online media use.
2	Describe how personal digital information is used by third parties and articulate options for safeguarding this information.
3	Execute search strategies using both deep and open web sources.
4	Identify the authority of diverse information sources using multiple strategies.
5	Credit the work of others through proper attribution and citations.

Assignments:

Assignment Type:	Details
Reading	Students will read a book chapter (e.g. "Developing Your Research Question" and "Choosing & Using Sources: A Guide to Academic Research"); a webpage (e.g. "Brief History of the Internet" from the Internet Hall of Fame website and "Your Digital Footprint Matters" from Internet Society website); and an online article (e.g. "Google Says It Doesn't 'Sell' Your Data. Here's How the Company Shares, Monetizes, and Exploits It.")
Writing	Students will write their evaluation of a political news story presented in social media exploring its authority, origin, and possible bias. Students will write about the steps they should take to control their personal information after finding information about themselves or a relative online.
Homework	Students will complete "Gossip Activity" and list characteristics and clues that point towards reliable information in order to evaluate the sources they will use for their assignment.

Textbooks or other support materials

Resource Type:	Details
	Butler, Walter D. et al. Introduction to College Research. Online Textbook. https://introcollegeresearch.pressbooks.com/
Books	Hisle, David and Kathryn Webb. Information Literacy Concepts, Online Textbook. https://human.libretexts.org/Bookshelves/Research_and_Information_Literacy/Information_Literacy_Concepts%3A_An_Open_Educational_Resource_(Joyner_Library)
Books	Teaching & Learning, University Libraries. Choosing and Using Sources: A Guide to Academic Research. Ohio State University, Online Textbook. https://courses.lumenlearning.com/suny-fmcc-researchsuccess/ .
Web/Other	New Literacies Alliance: Critical Thinking for Complex Times. Web Resources. https://online.newliteraciesalliance.org/

Transferable to CSU

Yes - Proposed

Transferable to CSU Justification

This course will support transfer students in their development of information literacy skills and provide an option to fulfill their CSU GE Area E requirement.

CSU General Education

CSU GE E: Lifelong Learning & Self-Development
Transferable to CSU

This course will also be proposed for UC transfer.

No



Other Degree Attributes

Degree Applicable
Not a Basic Skills Course
Zero Textbook Cost

Distance Learning Addendum

DLA for LIBR 150.pdf

Banner Title:

Research Skills Lifelong Learn

Course Control Number:

CCC000619675