LMTECH 100 - Introduction to Research

Approval Date: Effective Term:

Department: LIBRARY/MEDIA TECHNOLOGY
Division:
Units: 1.00
Grading Option: Letter Grade
Transferability: UC/CSU Transferable
Course is: AA/AS Degree
Repeatability:
Contact Hours per Term:
Lecture/Discussion: 18.00
Associate Degree GE Applicability: No
Recommended Class Size: 35

Discipline/Minimum Qualifications:
Library Technology

Catalog Description:
Introduces college-level research, including instruction on evaluating print and electronic resources. (This course is not designed for Library Media majors.)

Schedule Description:
Introduces college-level research, including instruction on evaluating print and electronic resources.

Student Learning Outcome:
1. Develop skills that will facilitate successful college-level research.
2. Select, evaluate, and synthesize information found in print and electronic resources.

Course Objectives:
1. Develop a research strategy appropriate to a given class assignment.
2. Create a research paper in the widely accepted MLA style.
3. Judge and appraise the appropriateness of information sources relative to a given research assignment

Course Content Outline:
1. Process of developing a research paper
   a. Thesis statement
   b. Selecting and evaluating sources of information
2. Create a working bibliography

Methods of Instruction:
Distance Education, Lecture:
Methods of Evaluation:

Writing assignments

Typical Assignments:

Reading:
1. Learning not to fear research. 2. Plagiarism and intellectual property: what you need to know.

Writing, Problem Solving or Performance:
1. The importance of being curious - developing ideas for a research paper. 2. Six criteria for evaluating Internet sources. 3. Moving from sources to thesis to paper.

Other:
Students will perform searches for information in online catalogs, periodical indexes and on the Internet. They will write sample thesis statements, sample outlines, and bibliographies

Required Materials Examples:

Book 1

Author: Ballenger, Bruce
Publication Date: 2007
Edition: 5th
Title: The Curious Researcher: A Guide to Writing Research Papers
Publisher: The Curious Researcher: A Guide to Writing Research Papers

Course Preparation:

Prerequisite(s): None
Co-Prerequisite(s): None
Recommended: None

Distance Learning Addendum

A. Delivery Methods
100% Online

If Other Methods selected, describe here

B. How will the methods of instruction used in the face-to-face mode of this course be adapted for the distance learning mode?
Describe and give examples of online methods of instruction, which might include course management system discussion boards; instructor developed web lectures; converted Power Point presentations; digital video clips; graphics (digital charts, diagrams, photos, images, annotated screen shots); digital animations; web guests; online reference resources; chat; e-mail; publisher prepared online materials; course cartridge materials; CD/DVD support materials; instructor web site; online library requests; textbook supplements.

The 100% online version of the course will include information posted by the instructor in the form of Microsoft Word documents; PowerPoint presentations, publisher, online discussions and practice activities. The basis for the discussions and exercise will be derived from instructor-generated electronic documents and from the course textbook. Students will be asked to respond to instructor prompts on an assigned topic as well as generate their own questions and respond to their classmates' postings on class discussion boards to promote class interaction and expose students to differing perspectives. Example 1: Using the Web site evaluation flow chart in The Curious Researcher use a chosen Web site from each step. Analyze the pertinent content found in the site and describe how the information could be integrated into the final project. 2. Using the “Grade Inflation” example found in The Curious Researcher, analyze data presented on the topic from the perspective of educational, private research and governmental studies. Example 2: Students will discuss how to analyze bias in coverage of a current using examples from popular media sites, self-publishers on the Web and articles retrieved from ProQuest. Example 3: Students will submit rough drafts of each essay to a small group of classmates for critical review, discussion and revision. Each student will send written responses (based on an instructor-generated guide) to at least one other student. Students will then revise their paper based on this feedback.
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C. Title 5 (55376) states that all approved courses offered as distance education shall include regular effective contact between instructor and students, through group and individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Describe how you will maintain regular effective contact with the students, including what will make this interaction effective.

The instructor will provide an orientation letter to be posted on the Distance Learning website no later than one week before the start date of the class. This letter should include information such as class start date, class format, textbooks, required meetings, proctoring arrangements (if needed), and class login instructions. Students will be required to communicate with the instructor at least 3 times a week. This will be necessary in order to for the students to update the instructor on his or her status in required class assignments. Students will also be able to receive prompt feedback from the instructor on individual written assignments and quizzes. Students who have questions or concerns for the instructor will be able communicate through email and discussion board threads that involve instructor participation. The instructor will communicate with the class as a whole at least once weekly through tools such as announcements and/or whole class emails, but will also use email, office hours, individual chats, and/or phone calls to communicate with students individually as needed. The instructor will provide a mechanism for student questions -- through discussion boards, emails, and/or phone calls -- and will respond in a timely manner, as described in the orientation letter and/or syllabus. The instructor will contact students who fail to make satisfactory progress in the course. Students who do not respond or who are not participating in class activities (discussion boards and/or other assignments) may be subject to being dropped from the class through the procedure outlined in the class syllabus. The instructor will regularly participate in discussion board discussions throughout to moderate discussion, clarify concepts, and provide feedback to students. The instructor will provide both numeric feedback (scores or letter grades) and comments (narrative comments, answer keys, and/or posted rubrics) for student work.

D. Describe how you will promote and monitor effective student-to-student contact.

Students will interact at several times weekly on discussion boards. In addition to original posts, students will be required to send a specified number of replies to other students to ensure student-student interaction. Students may be required to participate in other collaborative learning activities online as assigned by the instructor. Students may also interact online informally through discussion boards. The instructor will communicate with the class as a whole at least once weekly through tools such as announcements, chats, and/or whole class emails, but will also use email, office hours, individual chats, and/or phone calls to communicate with students individually as needed.

E. Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated through: Research paper Assignments- students will be given exercises that demonstrate understanding of concepts in the textbook and in instructor-generated documents. Posts on discussion board (student contributions to be weighted using a rubric) Quizzes- students will demonstrate understanding on concepts described in textbook.

F. Describe the college resources that will be required by you and your students in each of the following areas:

1. Facilities (e.g. classroom for orientation sessions, exams, etc.)

   No classroom is required- course class is 100% online.

2. Technology (e.g. software, hardware, technical support, etc.)

   Students and instructors must have regular access to computers with Internet connections, up-to-date web browsers, and word processing programs, as well to email services. Such computers are readily available through College of the Canyons' computer labs as well as through the public library system. Technical support should be provided to students who encounter difficulties with the course management system; currently such support is provided through the TLC. The instructor must have access to a course management system (Blackboard) to facilitate distributing materials (syllabus, course calendar, handouts), setting up class assignments and message boards, and communicating with students (email, announcements).

3. Student Support Services (e.g. online library services, counseling, tutoring, DSPS, etc.)

   Technical support to instructors should be provided through Computer Support Services. Students can receive tutoring through the TLC Lab.

G. Technologies used for instruction: