

# All Fields

## LIS 511 - Research Skills I

### Cover

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#### Overview

**Subject** LIS

**Course Number** 511

**Title** Research Skills I

#### Description

Introduction to research: Information literacy skills, research process, topic selection and development, and overview of appropriate information sources.

#### Justification

LIS 511 is designed to support first-time and/or under-prepared students in developing the basic skills of information literacy and a general understanding of academic research necessary to succeed in credit coursework. The course curriculum contributes to the achievement of College of Alameda's institutional learning outcomes.

This course is a required part of a noncredit educational program, which 1) involves a set of competencies that prepare the student to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses and 2) results in a noncredit Certificate of Competency in Research skills. [5 CCR § 55151]

#### Modular Course

A modular course is defined as a course divided into parts, or modules, that can stand alone. The topics are related and when combined with all other parts, become the entire course. Modular courses are generally variable unit and open entry, with each module providing a part of the maximum unit value (ex: 3 modules, 1-3 units; each module is 1 unit).

**This a modular course** No

#### Additional Information

**Open Entry** No

**Credit By Exam** No

**Assignments at College Level** No

**Readings at College Level** No

**Only applicable for CTE. Check NA if you are not sure.**

**CB23 Funding Agency Category** Y - Not Applicable (funding not used to develop course)

**Please explain why assignments are not at a college level.**

This is a noncredit course.

**Please explain why readings are not at a college level.**

This is a noncredit course.

### Co-Contributor

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Co-Contributor

### Cross-Listed Courses

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Related

### Units/Hours

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#### Course Type

N - Non Credit

**Variable** No

**Units (Min)** 0.000

**Min Total**

Hours

**Lecture Hours (Min)** 0.115

2.0125

**Lab/Studio/Activity Hours (Min)** 0.000

0

Grading Policy and Duration

**Grading Policy** Both P/NP or Satisfactory progress**Minimum Duration** less than 6 weeks**Add justification if selection is not full semester.**

This course is in the format of a two-hour workshop.

Enrollment

**Enrollment Maximum** 40

Repeatability

Very few courses are repeatable. Examples of repeatable course types include:

- Intercollegiate Athletics courses (can be repeated up to three times)
- Variable unit, open entry courses (up to two times and up to the maximum unit value of the course)
- General/Occupational Work Experience courses (up to three times)

For full repeatability information, consult your curriculum committee website or the Course Repitition section of your college catalog.

**Is this course repeatable?** No

Selected Topic

**Previously Offered as a Selected Topic** No

## Degree/Transfer

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**Program Applicable** Yes**Meets GE/Transfer requirements (specify):**

Required for Degree/Certificate (specify):

- Research Skills - CP1: Certificate of Competency

CB03 Top Code

Consult the **Taxonomy of Programs (TOP) manual** ([http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6\\_2009\\_09corrected\\_12.5.13.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf)) on your curriculum committee website for the appropriate TOP code.

**CB03 Top Code** 493014 - Study Skills

CB04 Course Credit Status

- **Degree Credit:** May be used for degree or certificate units, including unrestricted electives to reach 60 units for a degree
- **Non-Degree Credit:** May not be used for degree or certificate units
- **Non-Credit:** Zero units are awarded
- **Community Services (Fee-based):** Zero unit courses for which students pay fees to cover the cost of instruction

**Be sure the course number corresponds with its course credit status. Consult your curriculum committee website or college catalog for numbering guidelines.**

**CB04 Course Credit Status** N - Non Credit

CB08 Basic Skill Status

**Basic Skills** are those foundation skills in reading, writing, mathematics, and English as a Second Language. In addition, it includes learning skills and study skills which are both necessary for students to succeed at the college level.

A course that is **Basic Skills** must adhere to the following:

- **CB03:** Must be in a TOP Code designated as appropriate for Basic Skills (see "General Studies Basic Skills/ESL Top Codes (<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>)")
- **CB04:** May not be designated as "Degree Credit"
- **CB21:** Must specify the level below transfer (see "CB21 Course Prior to College Level Rubrics (<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/CB21CoursePriortoTransferRubrics.aspx>)")

See "CB08 - Basic Skill Status ([http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb08.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb08.pdf))" for details on appropriate coding

**CB08 Basic Skill Status (PBS Status) B - Basic Skills**

CB09 Sam Codes

CTE course: Must choose options A-D

All others: Must choose option E

See "CB09 - Course SAM Priority Code ([http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/CB/cb09.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb09.pdf))" for details on appropriate coding

**CB09 SAM Code E - Non-Occupational**

CB21 Levels Below

Required only for Basic Skills courses. All others should choose "Not Applicable".

See "CB21 Course Prior to College Level Rubrics (<https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf>)" for details on appropriate coding

**CB21 Levels Below Transfer Y - Not applicable**

CB24 Program Course Status

**Credit Courses**

**Use Code 1 Program Applicable** if the Credit Course is part of a certificate or degree that requires state approval. This includes credit courses that are required or restricted electives for an approved certificate or associate degree, including general education requirements (PCCD, CSU GE-Breadth, or IGETC). Restricted electives are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved certificate or degree. Courses that are part of a Certificate of Proficiency only are not Program Applicable.

**Use Code 2 Stand Alone/Not program Applicable** if the credit Course is not required or a restricted elective for any credit program approved by the System Office, or is not approved for general education (PCCD, CSU GE-Breadth, or IGETC) or is part of a Certificate of Proficiency only

**Noncredit Courses**

**Use Code 1** if the noncredit course is part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.

**Use Code 2** if the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.

**CB24-Program Course Status 1 - Program Applicable**

CB25 General Education Requirements

This data element allows colleges to identify courses that fulfill degree or general education requirements in the categories of Composition/Critical Thinking and Mathematics/Quantitative Reasoning/Analytical Thinking, as well as those that meet local competency requirements. <https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf> (<https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf>)

**CB25 - Course General Education Status**

## General Education

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C-ID Information

**C-ID Number**

**Status for C-ID**

**C-ID Status**

**Expiration Date**

General Education

## Lecture/Lab Content

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### Lecture Outline

1. Why information literacy matters - 10%
2. Overview of research process - 10%
3. Choosing and narrowing a topic - 20%
4. Primary and secondary sources - 30%
5. Popular, substantive, and scholarly sources - 30%

### Lab Outline

N/A

## Student Performance Objectives

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If an Objective cannot be deleted, make sure a Content-Review found in the Content Validation Page is not using that objective.

Objectives

1. **Identify the role that information literacy plays in academic, professional, and personal lives.**  
Create Grouping (Optional) No
2. **Select and develop a meaningful research topic.**  
Create Grouping (Optional) No
3. **Identify and distinguish between primary and secondary sources.**  
Create Grouping (Optional) No
4. **Identify and distinguish among popular, substantive, and scholarly sources.**  
Create Grouping (Optional) No

## Student Learning Outcomes

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Would you like to map these SLOs directly to the ILOs? Yes

Outcome

1. **Describe the research process.**  
**Assessment Method Text**  
 Oral discussion, quiz question, brief essay  
**Institution Outcome Map**
  - **College of Alameda College of Alameda**
    - Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
    - Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
2. **Explain the importance of information literacy.**  
**Assessment Method Text**  
 Oral discussion, quiz questions, brief essay  
**Institution Outcome Map**

- **College of Alameda College of Alameda**
  - Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
  - Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

### 3. Compare and contrast sources of information.

#### Assessment Method Text

Oral discussion, quiz questions, brief essay

#### Institution Outcome Map

- **College of Alameda College of Alameda**
  - Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
  - Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

## Methods of Instruction

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Instruction Type

List all that apply

- Activity
- Lecture
- Observation and Demonstration
- Discussion
- Projects
- Field Trips
- Multimedia Content
- Threaded Discussions

#### Other Methods

Demonstrations of search techniques. Instructor led lectures to introduce how to narrow or broaden a search and identify useful keywords. Video tutorials and multimedia presentations modeling how to evaluate information.

## Distance Education

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Will this course be available for Distance Education? Yes

The Board of Governors (BOG) and the Peralta Community College District have defined a distance education course. A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. Furthermore, distance education courses may then be considered a virtual equivalent to a class-room-based course (California Community Colleges Distance Education Regulations and Guidelines).

At least one Distance Education Delivery Method must be checked. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

Distance Education Delivery Method

- 100% Internet-based

Recommended Maximum Student Enrollment

Recommended maximum student enrollment for this Distance Education Course 40

Need/Justification

What is the purpose of offering the course by distance education?

To provide library support for distance education students and allow flexibility of scheduling for working students.

Do the following sections of the Course Outline of Record differ by offering this course via distance education?

Student Performance Objectives No

Assignments No

**Assessment No**

If you check any of the categories above, please explain.

**Technical Issues**

**What equipment and staff are necessary to support the course for students and instructors? What are the contingency plans if access to the delivery system is interrupted?**

The instructor will have a campus webpage where updates can be posted should access to Canvas go down.

**Accommodations for Students with Disabilities**

Must select an option from Accommodations for Students with Disabilities. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

**Will this course, as designed, accommodate students with disabilities?**

Yes

**Additional Resources**

Must select an option from Additional Resources. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

**Are additional resources or clerical support needed or anticipated?**

Yes

**If YES, please explain.**

Developing online course modules for these sessions will require significant librarian time to build the online modules.

## Instructor-Student Contact

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**Distance Education Contact**

- 1. Announcements/Bulletin Boards**

**Frequency**

daily, as needed.

- 2. Discussion Boards**

**Frequency**

daily, as needed.

- 3. Email Communication**

**Frequency**

daily, as needed.

- 4. FAQ**

**Frequency**

daily, as needed.

- 5. Resource Links**

**Frequency**

daily, as needed.

- 6. Scheduled Face-to-Face Meetings**

**Frequency**

daily, as needed.

## Assignments

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**Out-of-class Assignments (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)**

**Override Outside Class Hours:** Yes

**Outside-of-Class Hours (Max)** 0.000

**Override Outside-of-Class Hours (Min)** 0.000

**Override Outside-of-Class Hours (Max)** 0.000

#### Out of class Assignment

Noncredit course

## Student Assessment

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**STUDENT ASSESSMENT (Grades are based on): (Check as many boxes as are applicable. Note: For degree credit, AT LEAST ONE of the first four boxes must be checked. If "ESSAY" is not checked, please explain why here.)**

#### Evaluation Method

- **ESSAY** (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- **MULTIPLE CHOICE**
- **OTHER** (Describe)

#### Other

Student led discussion on topics surrounding information literacy. Writing that includes evaluating information sources. Observation and assessment of student search techniques.

## Requisites

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**This course has requisites.** No

**Any requisites which are used in the Content Validation page must be removed before removing the requisite on this page.**

## Content Validation

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#### Requisites Status

**This course has requisites (see the Requisites page to change this value).** No

**If a Course Requisite is selected, you must provide a value for Content Validation.**

#### Content Review

## Texts, Readings, and Materials

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#### Citation Formatting

**Select Citation Style.** MLA

#### Textbook

Author	Title	Edition	ISBN	City	Publisher	Year of Publication	Rational for Textboc Older than 5 Years
The Modern Language Association of America	The MLA Handbook	8th	9781603292627	New York	The Modern Language Association of America	2016	

#### Manual

Author	Title	Pub Date	Publisher
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## Periodical

Title	Author	Publication Name	Publication Date	Publisher
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## Software

Title	Edition	Publisher	Description
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## Other

Description
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## Library

**Print Materials** Yes**Non-Print Materials** Yes**Online Materials** Yes**Services** Yes**Comments**

Library materials are sufficient to support the course.

jm 10/24/2018

## Attached Files

## Attached File

Proof of Consultation from Merritt.pdf (/Form/Course/\_DownloadFile/13985/1088?fileId=4307)

ProofofconsultationfromBCC.pdf (/Form/Course/\_DownloadFile/13985/1088?fileId=4308)

Re\_ Proof of Consultation for LIS501 LIS502 IIS503 and CertifLANEY.pdf (/Form/Course/\_DownloadFile/13985/1088?fileId=4319)

## Codes/Dates

## Date

- CC Approval  
11/06/2018
- Board of Trustees  
01/08/2019
- State Approval  
02/18/2019

**UC Approval Term****UC Approval Year****CSU Approval Term****CSU Approval Year****IGETC Approval Term****IGETC Approval Year****CSU GE Approval Term****CSU GE Approval Year****Current Effective Date** 08/01/2019**Originator** McKenna, Jane**Origination Date**

**CB00 State ID** CCC000602353

**Original State Approval** 02/18/2019

**CB05 Course Transfer Status** C - Not transferable

**CB10 Course COOP Work Exp-ED** N - Is not part of a cooperative work experience education program.

**CB11 California Classification Codes** K - Other Noncredit Enhanced Funding

**CB13-Special Class Status** N - Course is not a special class.

**CB22 Non Credit Course Category** C - Elementary and Secondary Basic Skills

**CB 26: COURSE-SUPPORT-COURSE-STATUS:**

**CB26 allows colleges to distinguish support courses associated with AB705 implementation from noncredit, pre-collegiate courses that are associated with efforts such as the California Adult Education Program (CAEP). It can also be used to evaluate AB705, to examine how support courses relate to student outcomes such as enrollment patterns, completing general education requirements, earning an award, or transferring to a four-year institution. <https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf> (<https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf>)**

**CB26 - Course Support Course Status**

**Comment**

**History**

## ASSIST Preview

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**Prefix** LIS

**Course Number** 511

**Content**

1. Why information literacy matters - 10%
2. Overview of research process - 10%
3. Choosing and narrowing a topic - 20%
4. Primary and secondary sources - 30%
5. Popular, substantive, and scholarly sources - 30%

**Lab Content**

N/A

**Assignments**

Noncredit course

**Course Description**

Introduction to research: Information literacy skills, research process, topic selection and development, and overview of appropriate information sources.

**Lecture Hours**

0.000

**Lab Hours**

0.000

**Outline Approval Date**

2018-11-06

**Outline Effective Date**

2018-10-24

**Prerequisites**

**Corequisites**

**Advisories**

**Objectives**

- Identify the role that information literacy plays in academic, professional, and personal lives.
- Select and develop a meaningful research topic.
- Identify and distinguish between primary and secondary sources.
- Identify and distinguish among popular, substantive, and scholarly sources.

**Instruction Methods**

- Lecture
- Distance Education
- Activity
- Discussion

- Field Trips
- Multimedia Content
- Threaded Discussions
- Projects
- Observation and Demonstration
- Demonstrations of search techniques. Instructor led lectures to introduce how to narrow or broaden a search and identify useful keywords. Video tutorials and multimedia presentations modeling how to evaluate information.

**Evaluation Methods**

- ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- MULTIPLE CHOICE
- Student led discussion on topics surrounding information literacy. Writing that includes evaluating information sources. Observation and assessment of student search techniques.

**Other Texts**