

# All Fields

## LIS 085 - Introduction to Information Resources

### Cover

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#### Overview

**Subject** LIS

**Course Number** 085

**Title** Introduction to Information Resources

#### Description

Introduction to the basic concepts and tools used in information research: Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet.

#### Justification

This course has been revised in order to meet a general education requirement in information competency a several CSUs such as SFSU and a future requirement for the CA Community College System. The Academic Senate of the California Community Colleges has recommended to the Board of Governors that information competency become a locally designed graduation requirement for degree and certificate programs. No date for implementation has been set.

#### Modular Course

A modular course is defined as a course devided 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** Yes

**Readings at College Level** Yes

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

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

### Co-Contributor

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Contributor

### Cross-Listed Courses

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Related

### List of Changes

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Reason for Update (Check All That Apply)

- 4) Other

#### Course List of Changes

- updated minimum duration to less than 6 weeks
- updated textbook
- updated student learning outcomes

### Units/Hours

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**Course Type**

D - Credit - Degree Applicable

**Variable No**

**Units (Min)** 2.000

**Min Total**

Hours

**Lecture Hours (Min)** 2.000

35

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

0

Grading Policy and Duration

**Grading Policy** Both Letter Grade or Pass/No Pass

**Minimum Duration** less than 6 weeks

**Add justification if selection is not full semester.**

The class has always taught in 6 weeks or less and we are updating the outline to reflect how the course is actually taught.

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** Yes

**Enrollment (Average)**

**Number of Times Offered**

## Degree/Transfer

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**Program Applicable** No

**Legacy Required for degree/certificate (specify):**

Existing

**Meets GE/Transfer requirements (specify):**

CB03 Top Code

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

**CB03 Top Code** 169900 - Other Library Science

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** D - Credit - Degree Applicable

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) N** - Not 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

- **CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages** CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
  - C2 - Humanities

## Lecture/Lab Content

## Lecture Outline

1. The Research Process 20%
  - A. Developing a research topic
  - B. Keyword searching and search strategy
2. Sources of information 20%
  - A. Popular vs. scholarly sources
  - B. primary, secondary, tertiary sources
3. Searching for information 20%
  - A. Library catalogs
  - B. Library databases
  - C. Internet search strategies
4. Selecting sources 20%
  - A. Evaluating popular and scholarly sources
  - B. Evaluating websites
5. Incorporating sources 20%
  - A. Citation styles
  - B. Annotated bibliography or similar evaluative or descriptive assignment

## Lab Outline

N/A

## Student Performance Objectives

## Objectives

1. **Identify potential sources and types of information tools based on the scope and type of information needed.**  
Create Grouping (Optional) No
2. **Articulate a problem, issue, or search question.**  
Create Grouping (Optional) No
3. **Develop successful search strategies appropriate for specific tools.**  
Create Grouping (Optional) No
4. **Locate, evaluate, synthesize, organize and present information that fulfills the identified information need.**  
Create Grouping (Optional) No
5. **Identify ethical and legal issues that affect information and documentation.**  
Create Grouping (Optional) No
6. **Apply information literacy skills to enable further learning.**  
Create Grouping (Optional) No

## Student Learning Outcomes

Would you like to map these SLOs directly to the ILOs? No

Outcome

1. **Identify potential sources and types of information tools based on the scope and type of information needed.**

**Assessment Method Text**

demonstration/experiment

2. **Construct print, online, and web citations, using the appropriate documentation style for the discipline.**

**Assessment Method Text**

exam

3. **Locate, evaluate, synthesize, organize and present information that fulfills the identified information need.**

**Assessment Method Text**

demonstration/experiment, student project

## Methods of Instruction

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### Instruction Type

List all that apply

- Activity
- Lecture
- Discussion
- Projects
- Multimedia Content
- Threaded Discussions

### Other Methods

- 1) Orientation (to familiarize students to state of the art information sciences methods and procedures)
- 2) Audio Visual materials (evaluation and proper use of audiovisual media); adjunct support of pedagogy.
- 3) Tutorials - deigned to make students more independent.
- 4) Readings
- 5) Worksheets
- 6) Quizzes
- 7) E-forums
- 8) Group projects

## 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
- 51% or more online
- less than 51% online

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?**

The most obvious benefit to offering this course via distance education is the flexibility for the student scheduling. This course is conducive to being offered in an online format since most of the readings, search tools and handouts are electronic resources. Students will still be required to visit a library to complete homework but the course is designed to allow them to visit any public or academic library of their choosing. The CA Community College's Board of Governors has been considering an information competency requirement and this course would be capable of meeting that requirement.

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?**

As with all distance education classes, the campus needs extend computer lab hours and library hours to allow students access to computers and research materials.

The contingency plan, if access to the course management software is interrupted, will be to use e-mail in order to contact the students individually with resources, readings, homework, and discussions.

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?**

No

## Instructor-Student Contact

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Distance Education Contact

### 1. **Announcements/Bulletin Boards**

**Frequency**

Daily or weekly as appropriate.

### 2. **Discussion Boards**

**Frequency**

Daily or weekly as appropriate.

### 3. **Email Communication**

**Frequency**

Daily or weekly as appropriate.

### 4. **Resource Links**

**Frequency**

Daily or weekly as appropriate.

### 5. **Telephone**

**Frequency**

As needed.

### 6. **FAQ**

**Frequency**

Daily or weekly as appropriate.

**Instructor-Student Contact is only available for Distance Education courses.**

## 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:** No

**Outside-of-Class Hours (Min)** 4.000

**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

Written evaluations of books, articles and websites

Worksheets requiring the application of research strategies to locate and evaluate resources

Worksheets requiring the analysis and comparison of various search tools

Readings

Quizzes

Online discussions

Written final project consisting of an evaluative annotated bibliography included books, articles and websites

## 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.)
- **NON-COMPUTATIONAL PROBLEM SOLVING** (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- **SKILL DEMONSTRATION**
- **MULTIPLE CHOICE**
- **OTHER** (Describe)

### Other

Assessment of:

1) written work - evaluating books, articles, and websites

2) worksheets - as to how well students applied research strategies to locate and evaluate resources

3) worksheets - as to how well students analyzed and compared of various search tools

4) quizzes to assess Reading comprehension of material

5) Online discussions - for use of concepts

6) Written final project - as to how well student analyzed, evaluated and citing relevant sources

## Requisites

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**This course has requisites.** Yes

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

### Requisites

#### 1. Recommended Preparation

**Subject** ENGL

**Requisite Course** ENGL 201A - Preparation for Composition and Reading \*\*Active

**Non Course Requirement**

**Condition** or

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

1. Construct paragraphs with basic sentence structure.
2. Develop a thesis statement.
3. Identify and comprehend the main ideas and supporting details in a written work.
4. Use critical reasoning skills to evaluate written material.

## 2. Recommended Preparation

**Subject** ENGL

**Requisite Course** ENGL 264A - Preparation for Composition, Reading, and Research \*\*Active

**Non Course Requirement**

**Condition** or

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

## 3. Recommended Preparation

**Subject**

**Requisite Course**

**Non Course Requirement**

appropriate placement through multiple measures assessment process.

**Condition** and

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

## 4. Recommended Preparation

**Subject** CIS

**Requisite Course** CIS 001 - Introduction to Computer Information Systems \*\*Historical

**Non Course Requirement**

**Condition**

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

1. Analyze computer concepts and utilize computer terminology.
2. Explore how computers work; compare computer hardware: input devices, output devices, processors/memory, storage devices and communication devices.
3. Demonstrate the ability to use a computer: Windows operating system and software such as word processing, spreadsheet, database management and presentation software.
4. Investigate how computers and the Internet are used in schools, businesses, and daily life.
5. Develop an understanding of the problems and issues confronting individuals and society in general in the use of computers including the social, political, economic and ethical issues involved in their use.

## 5. Recommended Preparation

**Subject** CIS

**Requisite Course** CIS 200 - Computer Concepts and Applications \*\*Historical

**Non Course Requirement**

**Condition**

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

1. Demonstrate basic knowledge of how computers work and how they are used.
2. Perform basic operating system functions: file management, formatting a disk, etc.
3. Create, edit, format, and save documents using a word processor.



4. Develop (with formulas), edit, format, and modify a spreadsheet using a spreadsheet program.
5. Create and modify a database, create and print reports, using a database management program.
6. Develop a presentation using a presentation graphics program.
7. Create email and use a search engine on the Internet.

## 6. Recommended Preparation

**Subject** CIS

**Requisite Course** CIS 205 - Computer Literacy \*\*Historical

**Non Course Requirement**

**Condition**

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

1. Compose, send and receive e-mail messages.
2. Save files to a disk.
3. Operate an Internet browser and computer mouse.
4. Print from a browser or word processing program.
5. Type a document using a word processing program.

## 7. Recommended Preparation

**Subject** BUS

**Requisite Course** BUS 219 - Computer Literacy \*\*Historical

**Non Course Requirement**

**Condition**

**Sequential** No

**Non-sequential** No

**Entry Skills (Legacy)**

1. Demonstrating a basic knowledge of how computers work and current computer technology.
  2. Demonstrating ability to use a computer and appropriate software.
  3. Demonstrating an awareness of when and how computers may be used in any educational discipline and various fields of work, as well as in daily life.
  4. Demonstrating some understanding of the problems and issues confronting individuals--and society in general--in the use of computers, including the social and economic effects of computers and the ethics involved in their use.

## Content Validation

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Requisites Status

**This course has requisites (see the Requisites page to change this value). Yes**

**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 Textbook Older than 5 Years

Author	Title	Edition	ISBN	City	Publisher	Year of Publication	Rationa for Textboc Older than 5 Years
Modern Language Association	The MLA Handbook for Writers of Research Papers	8th	9781603292627	New York	Modern Language Association	2016	This is th most recent update available for this resource

## Manual

Author	Title	Pub Date	Publisher
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## Periodical

Title	Author	Publication Name	Publication Year	Publisher
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## Software

Title	Edition	Publisher	Description
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## Other

Description
College of Alameda Library. Searchpath, College of Alameda Library. Based upon Searchpath © by the Board of Trustees of Western Michigan University which incorporates material from TILT, a tutorial developed by the Digital Information Literacy Office for the University of Texas System Digital Library, © 1998-2019

## Library

**Print Materials** Yes

**Non-Print Materials** Yes

**Online Materials** Yes

**Services** Yes

**Comments**

The library has sufficient materials for topics covered in this course.

## Attached Files

Attached File

State Approval Letter (/Form/Course/\_DownloadFile/14812/755?fileId=5232)

## Codes/Dates

Date

- CC Approval

- 10/15/2019
- Board of Trustees  
12/10/2019
- State Approval  
09/27/2010
- Requisite Validation  
02/17/2015
- Content Review  
02/17/2015

**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** 01/01/2020**Originator** McKenna, Jane**Origination Date** 04/26/2019**CB00 State ID** CCC000503075**Original State Approval** 08/01/2015**CB05 Course Transfer Status** A - Transferable to both UC and CSU.**CB10 Course COOP Work Exp-ED N** - Is not part of a cooperative work experience education program.**CB11 California Classification Codes** Y - Credit Course**CB13-Special Class Status** N - Course is not a special class.**CB22 Non Credit Course Category** Y - Not Applicable, Credit course**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** N - Course is not a support course**Comment****History**

## ASSIST Preview

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**Prefix** LIS**Course Number** 085**Content**

1. The Research Process 20%
  - A. Developing a research topic
  - B. Keyword searching and search strategy
2. Sources of information 20%
  - A. Popular vs. scholarly sources
  - B. primary, secondary, tertiary sources
3. Searching for information 20%
  - A. Library catalogs
  - B. Library databases
  - C. Internet search strategies
4. Selecting sources 20%
  - A. Evaluating popular and scholarly sources
  - B. Evaluating websites
5. Incorporating sources 20%

- A. Citation styles
- B. Annotated bibliography or similar evaluative or descriptive assignment

**Lab Content**

N/A

**Assignments**

Written evaluations of books, articles and websites  
 Worksheets requiring the application of research strategies to locate and evaluate resources  
 Worksheets requiring the analysis and comparison of various search tools  
 Readings  
 Quizzes  
 Online discussions  
 Written final project consisting of an evaluative annotated bibliography included books, articles and websites

**Course Description**

Introduction to the basic concepts and tools used in information research: Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet.

**Lecture Hours**

0.000

**Lab Hours****Outline Approval Date**

2019-10-15

**Outline Effective Date**

2019-04-26

**Prerequisites****Corequisites****Advisories**

Recommended Preparation

ENGL 201A or

ENGL 264A or

appropriate placement through multiple measures assessment process. and

CIS 001

CIS 200

CIS 205

BUS 219

**Objectives**

- Articulate a problem, issue, or search question.
- Identify potential sources and types of information tools based on the scope and type of information needed.
- Develop successful search strategies appropriate for specific tools.
- Locate, evaluate, synthesize, organize and present information that fulfills the identified information need.
- Identify ethical and legal issues that affect information and documentation.
- Apply information literacy skills to enable further learning.

**Instruction Methods**

- Activity
- Discussion
- Distance Education
- Lecture
- Multimedia Content
- Projects
- Threaded Discussions
- 1) Orientation (to familiarize students to state of the art information sciences methods and procedures) 2) Audio Visual materials (evaluation and proper use of audiovisual media); adjunct support of pedagogy. 3) Tutorials - deigned to make students more independent. 4) Readings 5) Worksheets 6) Quizzes 7) E-forums 8) Group projects

**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.)
- NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- SKILL DEMONSTRATION
- MULTIPLE CHOICE
- Assessment of: 1) written work - evaluating books, articles, and websites 2) worksheets - as to how well students applied research strategies to locate and evaluate resources 3) worksheets - as to how well students analyzed and compared of various search tools 4) quizzes to assess Reading comprehension of material 5) Online discussions - for use of concepts 6) Written final project - as to how well student analyzed, evaluated and citing relevant sources

**Other Texts**

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