LIBRARY SCIENCE 101 - INFORMATION LITERACY AND RESEARCH SKILLS

COURSE SYLLABUS – FALL 2006

Course Meets: Every Tuesday from October 10, 2006 to November 28, 2006, 1:00-2:40 PM, in LRC-114

Instructor: Val Ontell, Librarian

Office: LRC-441
Office Hours: Call for an appointment. If you drop in, you are taking your chances. If my office is locked, ask at the Reference or Circulation Desks.
Office Phone: (619) 388-2549
Email: vontell@sdccd.edu. When you send me an email, indicate "LIBS 101" in the subject line; this will get you a priority reading.

Course Description: This course is an overview of information resources and the skills required to use them effectively. Through lectures, hands-on assignments, and other methods, students learn how to use library resources such as electronic indexes and databases, online services, and the Internet, as well as develop strategies for conducting research. This course is intended for students who wish to acquire skills that enable them to find information for academic research, career demands, and/or lifelong learning.

It is advised that you have completed English 51 and English 56 with a grade of "C" or better, or equivalent, or have an English placement skill level of W5/R5 before taking this course.

You will be doing research on a term paper topic for one of your other classes as part of your coursework for this course. During any non-class research, consult the Reference Librarian on duty if you need help.

Course Objectives: Upon successful completion of this course, you will be able to:
- Develop search strategies in order to locate information effectively.
- Locate information in books (including reference), electronic indexes/databases (including periodical articles), and on the World Wide Web.
- Evaluate retrieved information.
- Document retrieved information in MLA style.

Required Texts: The College Student's Research Companion, Third Edition, by Arlene Rodda Quaratiello
Research and Documentation in the Electronic Age, Fourth Edition, by Diana Hacker
Both books are available in the Book Store.
There may also be supplemental material to read as needed.

Please bring the Hacker, writing implements and a notebook to every class session. You will need access to an Internet-capable computer in order to complete your homework assignments. Since there are no printers in the classroom, you may want to download material from your in-class computer research. Therefore, please bring a disk or USB flash drive with you; our machines will support both.

Methods of Instruction: Methods of Instruction may include lecture, discussion, demonstrations, readings, audio-visual presentations, group work, hands-on practice, and anything else I decide to use.

Special Needs: Students with disabilities or any special needs should discuss them with me either before the class begins meeting or during the first session so that we can make whatever arrangements are needed.

Course Requirements:

- **Attendance** is mandatory and will affect your final grade. There are no such things as "excused absences" or "special cases." The full text of the San Diego Community College District's attendance policy can be found in the Mesa catalog and you are responsible for familiarizing yourself with it. As we only have eight weeks and there will be a lot to cover, your prompt and consistent attendance is vital to your ability to participate in class and successfully complete the course. Participating in class will enable you to better understand the concepts and skills you are taking the course to learn.

- I am required to abide by District policy 3100, which states that students may be **dropped** after 6% of class is missed. Since this is a eight week class, that comes out to ONE class session. After missing 12% of class (that means TWO sessions), the policy states that you <u>must</u> be dropped. Since attendance may be taken at any time during the class session, lateness and leaving class early are part of "absence." If you are not in class when attendance is taken, you will be considered absent for the entire session. **If you miss a class and do not wish to be dropped, you must contact me via email, phone, or in the LRC <u>before class.</u>** Be sure to leave your name and a phone number at which you can be reached.

- Just as it is your responsibility to correctly register and pay your fees on time, *it is your responsibility to officially **withdraw** from class* if you stop attending by submitting a drop card to the Admissions Office, where you can also find out the deadline to withdraw without a "W" on your transcript. Failure to officially withdraw may result in a failing grade on your official transcript that cannot be changed.

- Read over the **Tentative Schedule and Assignments** for homework assignments and due dates. Note that it is a *tentative schedule*. Readings must be done PRIOR to the class for which they are listed in order to get the most out of each session. Pay attention in class, as a great deal of material will be covered there, including practice.

- If I am unable to attend a class session, one of the other librarians will cover the material for that session with you. Make sure you sign an attendance sheet. If the class is cancelled, there will be a note on the door of the Library's classroom (LRC-114).

Grades: Your grade will be based on multiple measures of performance. All work will be returned with a numeric grade on it. Your final grade will be based on the total of your grades on exams, worksheets, homework, and your final project. In-class participation will also be considered. Breakdown of these elements is as follows:

Final annotated "working bibliography"	27.5%	=	55pts.
(Your bibliography will be graded based on the rubric you received in class.)			
Homework Assignments	10%	=	20 pts.
One in-class "Midterm"	25%	=	50 pts.
One in-class "Final"	25%	=	50 pts.
Worksheets	12.5%	=	25 pts.
(Note: Percentages are approximate)	100.0%	=	200 pts.

YOU WILL LOSE POINTS FOR THE <u>FINAL</u> BIBLIOGRAPHY IF THE <u>INDIVIDUAL</u> PORTIONS (HOMEWORK) ARE NOT READY ON TIME, DO NOT CONTAIN THE REQUIRED NUMBER OF ITEMS, DO NOT HAVE ANNOTATIONS, OR ARE NOT IN MLA FORMAT.

Your final numeric grade can be converted to a letter grade as follows:

    90-100=A   80-89=B   70-79=C   60-69=D   59 or less=F

You may petition to take this class as Credit/No Credit.

Missed Assignments & Exams: **Assignments must be on time.** Exams must be taken during the session designated by me, not before or after. There will be no make-ups. If you feel you have extenuating

circumstances ("I forgot" does not qualify), you may speak with me. However, I do not guarantee to make any exceptions.

Academic Honesty: The San Diego Community College District has an Honest Academic Conduct policy (3100.3). You can get a copy in the Office of the Vice-President of Student Services (I-422). Any student caught cheating on a quiz will automatically fail the class. Any student who plagiarizes material for any assignment or mutilates any material that may be on Course Reserve will automatically fail and there may be additional disciplinary action taken by the Vice-President of Student Services. Plagiarism may be defined as "the taking of and passing off as one's own the work or ideas of another." Plagiarism is any of the following:
- Verbatim copying without proper acknowledgement.
- Paraphrasing without proper acknowledgement.
- Putting together a "patchwork" paper from diverse sources without proper acknowledgement of those sources.
- Using a paper you get off the Internet
- Unacknowledged use of information or someone else's ideas.

If you are not sure whether what you are doing constitutes plagiarism, speak with me.

Basic Class Guidelines: You are responsible for your behavior as outlined in San Diego Community College District Policy 3100. Become familiar with the college's rules and regulations as well as your responsibilities as a student. This information is available in the "Student Services" and "Academic Information and Regulations" sections of the Mesa College Catalog and in the Student Handbook. The following guidelines also apply:
- **TURN OFF YOUR CELL PHONES AND PAGERS**.
- Come to class prepared.
- No eating or drinking in class.
- Treat each other and me with courtesy and respect at all times. Discussion is encouraged.
- Behavior that causes disruption to the learning environment may result in your being asked to leave the class.
- Review this syllabus after the first class and note any questions you may have and contact me about them. Keep it in your notebook and bring it to class in case there are any changes and as a guide to what material will be covered. Consult it regularly regarding homework assignments, exams, and other important information.
- Find someone who can give you information on anything you miss if you are absent. Get their name, phone number and/or email address to facilitate communication. *You are responsible for any notes and work you miss.*
- Stay current with assignments and be prepared for every class. Review any comments I may make when I return your work.
- *DO NOT HESITATE TO ASK QUESTIONS; that is why you are here. If you have any questions or are unsure about something as you go along, talk with me. Do not wait or guess. If you are having trouble with the work, CONTACT ME. You are not bothering me if you do so. Do not wait until the last session to let me know that you need help.*

ASK! ASK! ASK!

LIBRARY SCIENCE 101 – HOMEWORK GUIDELINES

Fall 2006 - Val Ontell, Instructor

Your homework each week will <u>usually</u> consist of readings in your textbooks and doing research on the topic you have chosen *in the resource(s) taught in class that day*, though there may occasionally be more. YOUR HOMEWORK IS DUE AT THE BEGINNING OF THE CLASS SESSION FOR WHICH IT IS LISTED. The following guidelines apply to the *annotated* "working bibliography" you will be creating from your research:

- *Each type of resource <u>must</u> be listed in the <u>MLA format</u> for that item.*
- Each listing should be labeled at the top by type (books, periodicals, reference sources, Internet sources, etc.) and listed in the order mandated by MLA (usually alphabetical order) within type.
- *Annotations <u>must</u> be included*. The annotation should <u>briefly</u> describe what the item is about, any special features, and **why you have decided to use *or not use* it.** In addition, before each entry indicate, by using "+" and "-," which items you think you may be using and which you may not. The annotations <u>must</u> be *in your own words*. **Plagiarism results in automatic failure.**
- *Enter your name, the course number (Library Science 101), and your topic at the top of the first page.*
- Assignments <u>must</u> include **the minimum** number listed below for the particular assignment:
  - *two* **books**
  - *four* **periodical articles**
  - *three* **Internet resources**
  - *one* **item not one of the above (e.g. non-traditional source)**

  If you cannot find material to fulfill these minimums, contact me about it <u>immediately</u>. Extra credit will be given for exceeding these minimums.
- The material should be **typed** on 8 ½ x 11 paper in 12-point type, *single spaced*, with margins no smaller than .5" and no larger than 1." It should include your name and the course number at the top. Place one line between the bibliographic information and the annotation and between the annotation and the next item. Use full justification for the annotations and *hanging indents* for the citations.
- **On the last day of class, November 9, 2004, you will turn in a combined list that includes, *but is not limited to*, all the items you have previously cited, incorporating the comments/corrections made on your originally submitted lists.**
- Your final list should have your name, the course number (Library Science 101), your topic, and the course for which it is being researched at the top of the first page. It <u>must</u> include <u>at least</u> *two* books, *four* periodical articles, and *three* Internet resources (reminder: use these guidelines when doing your individual portions as well.) **If you cannot find material to fulfill these minimums, contact me about it <u>before</u> you are ready to turn in the list.** Inclusion of more than these minimums and/or specialized reference works will be considered in formulating your grade for the assignment. Improvement from your originally submitted material can also result in extra points toward your final grade (hint: my comments/corrections help here).
- Use the examples below as guides.
- *If you have any questions or are unsure about something as you go along, talk with me. Do <u>not</u> wait or guess. If you are having trouble with the work, CONTACT ME. You are not bothering me if you do so. Do not wait until the last session to let me know that you need help.*

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Examples (**DO NOT TRY TO USE ANY OF THESE. I MADE THEM UP.**):

BOOKS

Shilts, Randy. <u>Conduct Unbecoming: Lesbians and Gays in the U.S. Military, Vietnam to the Persian Gulf</u>. New York: St. Martin's, 1993.

This is a detailed look at treatment of gays and lesbians by the U.S. military. Though focusing on the modern era, it also provides historical background. The author's prejudices show but he provides a huge amount of documentation for his allegations, bibliographic resources, and an index. This documentation is the reason why I am using this book.

Steffan, Joseph. <u>Gays and the Military: Joseph Steffan versus the United States</u>. Princeton, N.J.: Princeton University Press, 1993.

The story of a gay man who challenged in court the military's policies regarding gays is told using affidavits and other documents, including the judge's final opinion. Bibliographic resources and an index are included. The primary source material on an actual challenge to the military's policy is why I have chosen to use it.

PERIODICALS (viewed from paper or microform)

"Conduct Unbecoming." <u>The Advocate</u> 30 April 2003: 16-17.

This article discusses the underreporting of discharges of gays at Fort Bragg in North Carolina. It provides basic information, but no details. Because of this, I am not using it.

Marquis, Christopher. "Military Discharges of Gays Rise, and So Do Bias Incidents." <u>The New York Times</u> 14 March 2004: A5+.

This article reports on the rise of discharges and harassment of gays in the military despite the "don't ask, don't tell" policy, citing Pentagon statistics as of December 2003. These recent statistics will be included in my paper.

ONLINE DATABASES

"Gays in the Military." <u>Issues and Controversies on File</u>. 5 January 2001. 40 pars. <u>FACTS.com</u>. San Diego Mesa College Lib. 22 July 2002 <http://www.2FACTS.com/ICOF/icof-main.asp>.

The article includes material on changing attitudes,"don't ask, don't tell" in the courts, additional sources for research, and organizations that can be contacted. I will use this issue and some of the resources it cites if they prove relevant.

Kier, Elizabeth. "Homosexuals in the U.S. Military: Open Integration and Combat Effectiveness." <u>International Security</u>. 23.2 (1998): 5-39. <u>Academic Search Elit</u>e. EbscoHost. San Diego Mesa College Lib. 27 September 2002. < http://www.ebscohost.com>.

This is a detailed discussion of the balance needed between civil rights and military effectiveness. The author is particularly interested in the relationship between effectiveness and unit cohesion and spends a good deal of time on this, including a great deal of analysis. Footnotes at the end provide source information that I hope to use.

INTERNET

"Gays in the Military." <u>Online NewsHour</u>. January 2000. PBS. 22 July 2002 <http://www.pbs.org/newshour/forum/january00/gays_military.html>.

This transcript of one of PBS' <u>Online NewsHour</u> forums contains questions about this issue and answers provided by two experts on the subject. I can expand on the variety of opinions and viewpoints in my paper.

Lee, Wayne Schvaneveldt. "Gay, Gays in the Military!" 1998. 27 August 2002. <http://leeswriting.freeyellow.com/page9.html>

It is hard to tell what this is but it appears to be a little playlet. It is an incoherent mess. In addition, no information is provided on the sponsoring organization. This is a definite no.

LIBRARY SCIENCE 101 – FALL 2006
TENTATIVE SCHEDULE AND ASSIGNMENTS

You will receive advance information about any changes in this schedule. Please bring your textbooks to every class.

THE ITEMS <u>NOT</u> LISTED AS "IN CLASS" UNDER "SESSION COVERS" WILL STILL BE YOUR RESPONSIBILITY ON EXAMS.

SESSION	HOMEWORK TO BE COMPLETED	SESSION COVERS
1 – 10/10/06	COME PREPARED TO LEARN	**(ALL IN CLASS)** Introductions and "housekeeping" Syllabus and rules Library services and remote access Discussion of final project Getting around the LRC
2 – 10/17/06	Quaratiello: Chapter 1, pp. 28-36, 148-155 Hacker, pp. 2-7, 129-185; Look at this web site on plagiarism: www.indiana.edu/~wts/wts/plagiarism.html ***Send me an email message that includes your research topic and the class the topic is for - BRING A HARD COPY TO CLASS***	The research process Parts of a book Creating search strategies **(IN CLASS)** Citing resources **(IN CLASS)** Plagiarism **(IN CLASS)**
3 – 10/24/06	Quaratiello: pp. 17-28, Chapters 3 and 4 Hacker: pp. 11-14; Look at these web sites: Library of Congress Call Numbers: www.hcc.hawaii.edu/library/callno.html Library of Congress Subject Headings: www.lib.umd.edu/mck/guides/lcsh.html Controlled vocabulary/keyword searching: www.fiu.edu/~morriss/CAI/OASIS_draft/Ch3/IA4.html (click on "Next" at the bottom of the screen and read that page as well) Primary vs. secondary sources: www.library.jcu.edu.au/LibraryGuides/primsrcs.shtml#Examples ***Email me a list of possible search terms and search statements for your topic - BRING A HARD COPY TO CLASS***	Using the catalog **(IN CLASS)** Library of Congress (LC) subject headings and call numbers Controlled vocabulary/keyword searching Primary vs. secondary sources Reference books and subject- specific resources **(IN CLASS)** Other libraries and resources **(IN CLASS)**
4 – 10/31/06	***Email me your online catalog search's annotated results -*** **BRING A HARD COPY TO CLASS** Prepare for midterm – will cover material covered in Sessions 1-3 and readings/homework for them	**MIDTERM EXAM – BRING HACKER AND PINK SHEET**
5 – 11/7/06	Quaratiello: Chapters 5-7; Hacker: pp. 7-10 Look at this web site on types of periodicals/scholarly v. popular: www.lib.utsa.edu/Research/Subject/periodicalsguide.html (also click on "Scholarly Journals v. Popular Magazine" link at bottom of page and read information there)	Searching for periodicals using electronic databases **(IN CLASS)** Finding articles **(IN CLASS)** Magazines vs. journals Paper indexes **(IN CLASS)**
6 – 11/14/06	Quaratiello: Chapter 8, pp. 143-147 Hacker: Read pp. 14-28; scan pp. 29-125 ***Email me your periodical search's annotated results - BRING A HARD COPY TO CLASS***	**(ALL IN CLASS)** Searching and evaluating on the Internet Mesa Library's web site Other Web resources Non-traditional resources
7 – 11/21/06	***Email me your Internet search's annotated results (including site evaluations) - BRING A HARD COPY TO CLASS***	**(ALL IN CLASS)** Miscellaneous items of interest Any final questions Final Exam prep Student feedback
8 – 11/28/06	Finish final combined bibliography and **email a copy to me** - **BRING A HARD COPY TO CLASS** Prepare for final – will cover all the material, with emphasis on Sessions 5-7	**FINAL BIBLIOGRAPHY DUE FINAL EXAM – BRING HACKER AND PINK SHEET**