Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565 (925) 439-2181

Course Title: **Subject Area/Course Number:**

New Course ☐ OR **Existing Course** ☒

Instructor(s)/Author(s): Christina Goff

Subject Area/Course No.: LIBST 18 **Units: 1**
Course Name/Title: Internet Information Resources – Advanced Search Techniques and Strategies
Discipline(s): Library Science, Library and Information Science

Pre-Requisite(s):
Co-Requisite(s):

Advisories: Eligibility for ENGL 90

Catalog Description: This short-term course is designed for individuals who may already have some experience using the Internet. The course will cover more advanced search techniques and strategies for locating information resources available on the Internet. Among the topics covered will be the use of various features of Internet web browsers, an in-depth comparison of Internet search engines and an exploration of sites which provide subject and discipline based information resources. This course will also cover evaluation criteria and proper documentation of Internet information sources. Students interested in learning how to more effectively and efficiently search the Internet for class assignments or topics of personal interest will find this course of particular value.

Schedule Description: Already using the Internet and searching online? In this short term course you will go beyond the basics and learn how to dig deeper on the Web. Using advanced search techniques and strategies, this course will help you find more accurate information in a shorter amount of time. Topics include using the advanced search function of the top three Web browsers, using subject directories to search the "Invisible Web", and developing strategies you can use in school and on the job to get you the information you need. Learn to search like a professional!

Hours/Mode of Instruction: Lecture <u>1</u> Lab <u>3</u> Composition ____ Activity _____ Total Hours <u>36</u>
  (Weekly hours) *(Total for course)*

Credit ☒ Credit Degree Applicable (**DA**) **Grading** ☐ Credit/Non-Credit (**CR/NC**) **Repeatability** ☐ 0
  ☐ Credit Non-Degree (**NDA**) ☐ Letter (**LR**) ☐ 1
  (If Non-Credit desired, contact Dean.) ☒ Student Choice (**SC**) ☐ 2
  ☒ 3

Please apply for:
LMC General Education Requirement and/or Competency & Graduation Requirement(s):
(Please list the proposed area(s) this course meets, or indicate "none") None

Transfer to: ☐ CSU ☐ UC ☐ IGETC LDTP **Course is Baccalaureate Level:** ☒ Yes ☐ No

Signatures:
Department Chair _____ Date _____

Librarian _____ Date _____

Dean/Sr. Dean _____ Date _____

Curriculum Committee Chair _____ Date _____

President/Designee _____ Date _____

CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

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FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____   **Catalog year** 20____/20_____   **Class Max:** _____

Dept. Code/Name:_____   **T.O.P.s Code:** _____   **Crossover course 1/ 2:** _____

ESL Class: _____Yes / No_____   **DSPS Class:** _____Yes / No_____   **Coop Work Exp:** ____Yes / No_____

Class Code	**SAM Code**	**Remediation Level**
☐ A Liberal Arts & Sciences	☐ A Apprenticeship	☐ ES Elementary and Secondary Basic Skills
☐ B Developmental Preparatory	☐ B Advanced Occupational	☐ P Pre-collegiate Basic Skills
☐ C Adult/Secondary Basic Education	☐ C Clearly Occupational	☐ B Basic Skills
☐ D Personal Development/Survival	☐ D Possibly Occupational	☐ NBS Not Basic Skills
☐ E For Substantially Handicapped	☐ E* Non-Occupational	
☐ F Parenting/Family Support	☐ F Transfer, Non-Occupational	
☐ G Community/Civic Development	*Additional criteria needed	
☐ H General and Cultural	☐ 1 One level below transfer	
☐ I Occupational Educational	☐ 2 Two levels below transfer	
	☐ 3 Three levels below transfer	
	☐ 3+ Four levels below transfer	

Course approved by Curriculum Committee as Baccalaureate Level: _Yes / No_

LMC GE or Competency Requirement Approved by the Curriculum Committee: _____

Distribution: Original: Office of Instruction
Copies: Admissions Office, Department Chairperson
Rev 10-2007

Institutional Student Learning Outcomes
Implementation date: Spring 2007

Course Title: **Subject Area/Course Number:**

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The development of institutional SLOs is overseen by the Teaching and Learning Project in collaborations with the General Education Committee, the Occupational Education Committee, the Developmental Education Program, the Student Services Advisory Committee, and the faculty and staff representing the Library & Learning Support Services.

Check the institutional student learning outcomes (or category of outcomes) below that are reflected in your course:

☐   **General Education SLOs (Recommended by GE Committee)**
At the completion of the LMC general education program, a student will:
1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.
(Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)

☐   **Occupational Education SLOs (Recommended by Occupational Education Committee)**
At the completion of the LMC occupational certificate or degree, a student will:
1.   ☐ Be academically prepared to **obtain an entry-level or a mid-level position** in their industry.
2.   ☐ Apply **critical thinking** to research, evaluate, analyze and synthesize information.
3.   ☐ Demonstrate strong **communication skills** (written and/or oral) and **interpersonal skills** (customer service and team work).
4.   ☐ Appropriately apply **industry materials and technology**.
5.   ☐ Demonstrate the skills and knowledge necessary to take and pass **certification exams** for career **advancement** in their industry.
(Individual certificates or degree programs in occupational education may adopt some or all of these SLOs. Please check all those that apply to this course.)

☐   **Developmental Education SLOs (Recommended by Developmental Education Committee)**
At the completion of the LMC Developmental Education Program, a student will:
1.   ☐ Demonstrate the skills necessary for the first transfer level courses in English and Math or for the English and Math competencies for the Certificate of Achievement.
2.   ☐ Think critically to construct meaning and solve problems.
3.   ☐ Read with comprehension.
4.   ☐ Communicate effectively both in writing and orally.
5.   ☐ Demonstrate the characteristics, habits, and attitudes of an effective learner.

☐   **Student Services SLOs**
1. LMC students will demonstrate proficiency in the use of college on-line services.
2. LMC students will demonstrate proficiency in self-advocacy.

☒   **Library and Learning Support Services SLOs**
LMC students utilizing various Library and Learning Support Services will:
1. access and effectively utilize available campus Library and Learning Support Services.
2. apply knowledge learned and competencies gained from using Library and Learning Support Services to academic coursework and assignments.
3. demonstrate information competency skills needed to meet the research demands of academic course work and life long learning.

☐   **None of the Above**

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Program-Level Student Learning Outcomes (PSLOs)

Identify the program (eg. Nursing, Engineering), major (eg. Music, Chemistry), or sequence of courses (eg. ESL) to which this course belongs. List 3-8 over-arching or broad student learning outcomes for the program, major, or course sequence that this course is designed to help students attain.

Students who effectively and efficiently utilize Library Services as a learning support service will be able to:

1. use information resources available through the library in support of class assignments and course instructional objectives.

2. demonstrate a knowledge and utilization of the broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, Ask a Librarian etc.).

3. utilize the library as a resource center for independent study and lifelong learning.

4. acquire needed Information Competency skills. These skills entail demonstrating a proficiency in locating, retrieving, organizing, critically evaluating, analyzing, synthesizing, and communicating information in all its various formats.

Course-Level Student Learning Outcomes (CSLOs): What abilities will the student have at the end of this course?

List 3-8 over-arching or broad student learning outcomes for this course. These are the course "objectives" written in terms of what the student will know or be able to do at the end of the course. Title V requires that courses for Associate Degree credit must have SLOs that "reflect critical thinking and the understanding of application of concepts determined by the curriculum to be at college level". Relate these course-level SLOs to the program-level SLOs and/or Institutional SLOs, as appropriate.

Please refer to the Curriculum Handbook for more information on how to complete this section and for the Curriculum Committee's criteria for evaluating this section of the course outline.

Upon completion of the course, students will be able to:

CSLO 1   Use advanced features of Internet web browsers and search engines.

CSLO 2   Choose an appropriate discipline or subject specific Internet information resource.

CSLO 3   Evaluate the credibility of information found using Internet search tools.

CSLO 4   Explain the purpose and importance of documenting sources in academic research.

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CSLO Assessment Criteria:

Give the criteria that will be used to judge whether students have attained the course-level student learning outcomes.

CSLO 1:

To demonstrate the ability to use advanced features of Internet web browsers and search engines student will be assigned lab activities, in-class exercises, and search reports. Their work will be assessed by the following criteria:

- Successfully locate and open the advanced search screen of a web search engine.
- Creation of a bookmark or favorite in a web browser.
- Follow navigational directions on in-class and lab assignments.

CSLO 2:

To demonstrate the ability to choose an appropriate discipline or subject specific Internet information resource, students will be assigned scavenger hunt lab activities, in-class exercises, and short answer quizzes. Their work will be assessed by the following criteria:

- Use of the web browser's address bar to open a specific website.
- Clear explanation of a website's subject or discipline.
- Successful completion of scavenger hunt exercises.

CSLO 3:

To demonstrate the ability to evaluate the credibility of information found using Internet search tools, students will evaluate web pages and complete fact checking exercises. Their work will be assessed by the following criteria:

- Evaluation criteria listed and defined.
- Sponsorship or ownership of website is correctly identified.
- Information that is being evaluated is located in a second source.

CSLO 4:

To demonstrate the ability to explain the purpose and importance of documenting sources in academic research, students will complete short answer essay questions, citation checklist exercises and a final project. Their work will be assessed by the following criteria:

- Correct rules and guidelines are applied when citing Internet resources.
- Clear use of either the APA or MLA citation style.
- Consistent formatting of citations.

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Assessments: What instruments (eg. tests, papers, projects, assignments etc.) will be used to assess student learning outcomes?

CSLO 1:

Use advanced features of Internet web browsers and search engines.

Assessment Instruments:

- lab activities
- in-class exercises
- search reports (Brief reports by the student detailing the search procedure used.)

CSLO 2:

Choose an appropriate discipline or subject specific Internet information resource.

Assessment instruments:

- scavenger hunt lab activities
- in-class exercises
- short answer quizzes

CSLO 3:

Evaluate the credibility of information found using Internet search tools.

Assessment instruments:

- web page evaluation exercises
- fact checking exercises (using a second or third source to verify the information being examined)

CSLO 4:

Explain the purpose and importance of documenting sources in academic research.

Assessment instruments:

- short answer essay questions
- citation checklist exercises
- final project

Final Project example:

        Students will be given a list of subjects that can be researched using Internet resources. For the topic they choose, students will be asked to compile a list of ten websites they feel are appropriate for an academic paper or project on that topic. For each website, the students will be asked to provide the following:

1. The search tool they used to find the website.
2. Search terms or keywords used in the search.
3. Evaluation criteria they used to choose the webpage or website.
4. Complete and correct citation information in MLA or APA format.

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Method of Evaluation/Grading: Explain how "the course provides for measurement of student performance in terms of stated course objectives", Title V. (LMC calls "objectives", CSLOs.) Grading should be based on demonstrated proficiency in achieving the learning outcomes. Referring back to the CSLO assessment criteria, contrast A-level work with C-level work. In addition, indicate the percentages or points (or a range of percentages or points) for each type of assignment.

Students performing A-level work will be able to efficiently and effectively use advanced features of Internet web browsers and search engines. They will be able to identify and utilize the functions of the web browser tool bar in a timely manner. A-level students will be able to choose an appropriate discipline or subject specific Internet information resource with minimal guidance and will be able to navigate directly to the chosen site. Students at this level will have the ability to evaluate the credibility of information found using Internet search tools, and will be able to duplicate their search in order to verify the information they are evaluating. Students will also understand and be able to explain the purpose and importance of documenting sources in academic research, and will show a consistent ability to use the proper citation format.

Students performing C-level work will be able to use some advanced features of Internet web browsers and search engines, but may have difficulty with more advanced functions like downloading files. They will be able to identify the functions of the web browser tool bar in a timely manner. C-level students will be able to choose an appropriate discipline or subject specific Internet information resource with guidance from the instructor, but may have difficulty navigating directly to the chosen site. Students at this level will have the ability to evaluate the credibility of information found using Internet search tools when given an evaluation criteria checklist. They may have difficulty duplicating the original search in order to verify the information they are evaluating. C-level students will understand that they are required to cite their sources and be able to explain the purpose of documenting sources in academic research, and will show some ability in using the proper citation format.

Method of Evaluation/Grading

		Grading Scale:	
Attendance	10%		
Class Participation	10%	90 – 100% of possible points	= A
In-Class Exercises	20%	80 – 89% of possible points	= B
Quizzes	20%	70 – 79% of possible points	= C
Lab Assignments	20%		
Final Project	20%	60 – 69% of possible points	= D
		0 – 59% of possible points	= F

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Course Content: Provide the detailed content of the course.

	Course Hours
I. Brief Review of Internet Basics	½ hr Lecture

I. Brief Review of Internet Basics
   A. Organization and structure of the Internet
   B. Review Web terminology
   C. Navigation of the Internet

II. Understanding and Utilizing Advanced Features of Web Browsers   1 ½ hr Lecture
   A. Creating bookmarks and favorites
   B. Utilizing printing and saving features
   C. Web-based email options
   D. Plugins and helper applications
   E. Minor troubleshooting strategies
   F. Clearing cache
   G. Other selected features

III. Searching for Information on the Internet   2 ½ hrs Lecture
   A. Categories of Internet search tools
      1. Search engines
      2. Subject directories
   B. Search term syntax
   C. Doing complex searches
   D. Field searches
   E. Sorting search results
   F. Other issues relevant to searching for information on the Internet

IV. Information Resources Available on the Internet   3 hrs Lecture
   A. Reference information resources
      1. Encyclopedia, Dictionaries, Directories, Other reference sources of information
   B. Useful subject and discipline based information resources
      1. Science, Business, Social/Behavioral Sciences, Arts, English and Language Arts
      2. Governmental sources of Information, other
   C. Multimedia Resources
   D. Other Information Resources
      1. Weblogs and Podcasts
      2. RSS
      3. Instant Messaging
      4. Other Web 2.0 Technologies

V. Evaluating Information Found on the Internet   1 ½ hr Lecture
   A. Evaluating various sources of information found on Internet

IV. Documenting Internet resources   1 hour Lecture
   A. Documenting Internet resources using MLA (Modern Language Association) style of documentation
   B. Documenting Internet resources using APA (American Psychological Association) style of documentation

                                        Total 9 hrs Lecture
                                        27 hours Lab as assigned

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Instructional Methods: *Check all the instructional methods that will be used in teaching this course. Keep in mind that the method of instruction and activities should relate to the CSLOs.*

☒   Lecture
☒   Lab
☐   Activity
☐   Problem-based Learning/Case Studies
☒   Collaborative Learning/Peer Review
☒   Demonstration/Modeling
☐   Role-Playing
☒   Discussion
☐   Computer Assisted Instruction
☐   Other (explain) _____

Textbooks: Indicate name of text (or list of text choices), author, publisher and date of publication. Date of publication has to be within 5 years of authoring course outline. For degree applicable courses, text should be **College Level**. Include sample pages and the contents page of the instructor designed module if it is the only text.

Main textbook: The Extreme Searcher's Internet Handbook, 2nd Edition, Randolph Hock, CyberAge Books, Medford, New Jersey, 2007

Supplemental reading: Articles from academic journals, magazines, and newspapers as identified by the instructor.