NEW COURSE PROPOSAL

PROGRAM AREA _____**ENGLISH**_____

1. **Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

    ENGL 310 RESEARCH METHODS (3)
    Three hours lecture/discussion per week
    Prerequisite: ENGL 103 or 105 or equivalent
    Comprehensive investigation of research modalities, including the various forms of electronic research. Writing intensive.

2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

3. **Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

    Students from a variety of disciplines will find this course useful. Students will choose a different, interdisciplinary topic each week, for which they find and evaluate information using a variety of research sources. Students will demonstrate their knowledge of these sources using interdisciplinary research topics. There will be a number of in-class collaborative projects, as well as regularly scheduled writing assignments and one formal, culminating paper.

    COURSE OBJECTIVES:
    Upon completion of the course, the student should be able to:
    1. Demonstrate, in writing and discussion, an understanding of the characteristics of good research in the forms listed above.
    2. Demonstrate an ability to do significant research and use it to produce university level writing.

4. **Is this a General Education Course**   YES   **NO**
    If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

    Through this course, students will become knowledgeable about the following:
    1. Finding and evaluating books and other cataloged resources (dissertations, master's theses, etc.) using local catalogs, union catalogs (MELVYL, Pharos), and book databases such as Worldcat, as well as electronic books available on the web. Online alerting services to keep us up to date with new books in a topic area or by a specific author.
    2. Finding and evaluating articles in scholarly, trade, and popular magazines.

Article databases, full-text electronic databases, electronic journals.
Online alerting services to keep one up to date with new articles in a topic
or by a specific author. How to pick the appropriate database for a topic.
How to read and interpret scholarly journal literature.
3. Finding and evaluating newspaper articles. Newspaper databases, local
newspaper web sites.
4. Finding and evaluating publications from the federal, state, and local
governments on the web and in print. Why government agencies are considered publishers.
5. Finding and evaluating web sites. Web search engines and meta search
engines. The differences between .com, .edu, .gov, .org. Parody sites.
Scholarly sites. Alerting services to keep one up to date with new web sites
in specific scholarly fields.
6.Finding an evaluating images, video clips, and sounds on the web.
Incorporating these sources into a PowerPoint presentation or Web sites and image databases.
7. The basic concepts of online searching that can be applied to online
catalogs, databases, and web search engines. Learning the Top 10 functions
of online searching including controlled vocabulary, keyword searching,
Boolean logic operators, truncation, field searching, cross field searching,
phrase searching, proximity searching, search history, marking and saving
records.
8.Document delivery and interlibrary loan of materials not held in the CSUCI Library.
9.The difference between the free web and the pay to view web and traditional library sources. Evaluating and
assessing web sites, especially university library web sites. Why some publications will never be posted on the web
for free.
10.Style manuals and proper citing of sources. Why proper citations are important.
11. Issues surrounding intellectual property including copyright, trademarks, patents.
12.Plagiarism, how to avoid it and how to easy it is to track down what has been plagiarized.

We will use Blackboard to provide quizzes and use the threaded discussion list feature to discuss the success of searches and
other topics pertinent to the course.

6. **References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

MLA Handbook for Writers of Research Papers. Fifth Edition, 1999.

7. **List Faculty Qualified to Teach This Course.**

Jacquelyn Kilpatrick
Renny Christopher
Paul Adalian

8. **Frequency.**
   a.   Projected semesters to be offered: Fall ___2__   Spring ___1__   Summer _____

9. **New Resources Required.**
   a.   Computer (data processing), audio visual, broadcasting needs, other equipment
   b.   Library needs
   c.   Facility/space needs

10. **Consultation.**
   Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

_____ Jacquelyn Kilpatrick & Renny Christopher _____12-2-02_____
Proposer of Course   Date

NEWCRSFR 9/30/02

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