NEW COURSE PROPOSAL

PROGRAM AREA _____

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.]*

   Library 101: INTRODUCTION TO INFORMATION RESOURCES (2)
   Two hours of lecture per week
   Overview of information resources and services provided by the University Library for undergraduate students. Students will learn how to find, evaluate, and apply information to scholarly research and everyday life situations. Use of online catalogs, databases, and web search engines to find print and non-print resources. Properly citing information to prevent plagiarism.

2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	2	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]*

   Justification

   Available elective to all students in the university.

   This will be a valuable course for freshman and other students as an introduction to one of the major resources offered on campus. It will provide learning objectives that will assist students throughout their student experience here at CSUCI and will provide life-long learning skills.

   Learning Objectives

   Students who successfully complete this course will be able to:

   - Formulate a research question for a project.

   - Determine the information requirements for a research project.

   - Find and evaluate both print and online resources.

   - Cite and document both print and online resources.

4. Is this a General Education Course YES NO XXXXX

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Life 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]*

I. The Library's Web Site
      A. Overview and arrangement of the library's web site
      B. Collections and services offered on the site

II. Books
      A. Arrangement of books in academic libraries by Library of Congress classification.
      B. Parts of books and types of books
      C. Finding and evaluating books using local catalogs and union catalogs.
      D. Use of Interlibrary Loan and borrowing books from other libraries.
      E. Citing books

III. Proper Use of Citing and Paraphrasing
      A. Introduction to the use of style manuals
      B. Use of proper citing techniques
      C. Proper use of paraphrasing
      D. What is plagiarism and how to prevent it

IV. Basic Concepts of Online Searching
      A. The Basic Concepts applied to online catalogs, databases, and web search engines
      B. Learning the Top 10 functions
            1. Controlled vocabulary
            2. Keyword searching
            3. Boolean logic operators
            4. Truncation
            5. Field searching
            6. Cross-field searching
            7. Phrase searching
            8. Proximity searching
            9. Search history
            10. Marking and saving records

V. Reference Books
      A. Definition and overview of reference books.
      B. Types of reference books
            1. Dictionaries and thesauruses
            2. Subject dictionaries
            3. Subject encyclopedias
            4. Handbooks and manuals
            5. Maps and atlases
            6. Biographical Sources
      C. When and how to use reference books within the research process
      D. Finding and evaluating reference books
      C. Citing reference books

VI. Writing Annotations and Abstracts
  A. Overview and use of annotations
     1. Elements of descriptive annotations
     2. Elements of critical and analytical annotations
  B. Overview and use of abstracts
     1. Elements of good abstract writing

VII. Popular Magazines and Magazine Articles
  A. Overview and types of popular magazines
  B. Print and online popular magazines
  C. Finding and evaluating articles in popular magazines
  D. Citing magazine articles

VIII. Scholarly Journal Literature
  A. Definition and overview of scholarly literature.
  B. Differences between scholarly journals and popular magazines.
  C. Electronic journals
  D. Finding and evaluating articles in scholarly journals.
  E. Citing scholarly journal articles

IX. Newspapers and Newspaper Databases
  A. Overview of newspapers and newspaper publishing
  B. Finding and evaluating newspaper articles in print and online formats
  C. Newspaper databases and local newspaper web sites
  D. Citing newspaper articles

X. Government Publications
  A. Overview of federal, state, and local government publications.
  B. How government agencies are considered publishers.
  C. Use of government publications in research
  D. Finding and evaluating government publications
  E. Citing government publications

XI. Web Sites
  A. Overview and types of web sites.
  B. How free web sites differ from library resources
  C. The differences between .com, .edu, .gov, .org
  D. Use of web sites for research
  E. Finding and evaluating web sites.
  D. Citing web sites

XII. Images, Video Clips, Sounds
  A. Use of images, video clips, and sounds in presenting information
  B. Finding an evaluating images, video clips, and sounds on the web
  C. Citing images, video clips, and sounds

XIII. Current Event Sources and Services
  A. Overview of information sources of current political, economic, social, and scientific events
  B. Finding and evaluating current event source information
  C. Citing current event sources and services

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

Dunn, Kathleen.   "Assessing Information Literacy Skills in the California State University: A Progress Report." Journal of Academic Librarianship (January-March 2002), pp. 26-35.

Orgeron, Jean-Paul. Learning Communities: A Selective Overview of Academic Library Involvement. Journal of Southern Academic and Special Librarianship. 1999.

MacDonald, Mary C, Andree J. Rathemacher, and Joanna M. Burkhardt. "Challenges in building an incremental, multi-year inforamtion literacy plan." Reference Services Review 28:3 (2000), pp. 240-247

O'Sullivan, Carmel. "Is information literacy relevant in the real world?" Reference Services Review 30:1 (2002),pp 7-14

Roth, Lorie. "Educating the cut and paste generation". Library Journal vol. 124 no. 18 (November 1, 1999). pp. 42-44.

7.   List Faculty Qualified to Teach This Course.

The University Librarian and all **Library Faculty** hired to work at CSUCI will be able to teach this course.

8.   Frequency.
   a.   Projected semesters to be offered: Fall __X__   Spring __X__   Summer _____

9.   New Resources Required.

No new resources needed.

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.

___Paul Adalian_____1/8/03_____
Proposer of Course   Date