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 490: SPECIAL TOPICS (1-3)

    Topics include: finding, evaluating, and applying information within a specific discipline or related group of disciplines; use of online and print sources to find books, articles, web sites, government publications, and non-print sources relevant to a discipline(s); use of appropriate discipline style manual; use of appropriate applications. Repeatable by topic.

2. **Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	1-3	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]*

    ### Justification

    Available elective to all students in the University.

    This course provides students with a learning environment to understand the role and value of information within their major and related disciplines. The library can work collaboratively with teaching faculty to create classes relevant to the information and resources for a specific discipline or a group of related disciplines such as sciences, social sciences, etc.

    Learning Objectives

    Students who successfully complete this course will be able to:

    - Formulate a research question for a discipline specific project.

    - Determine the information requirements for a discipline specific research project.

    - Find and evaluate both print and online resources.

    - Cite and document both print and online resources.

    - Write concise and meaningful annotations and abstracts.

4. Is this a General Education Course   YES   NO XXXX
   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. Generation and Dissemination of Knowledge within the Discipline(s)
   A. The Structure of Scholarly Communication in the Discipline(s)
      1. How new knowledge is created
      2. How new knowledge is communicated
      3. How information is used and applied
   B. Role of professional associations, universities, and publishers within the discipline

II. Books
   A. Arrangement of books in academic libraries by Library of Congress classification
   B. Parts of books
   C. Types of books within the discipline(s) (monographs, annual reviews, edited works, etc.)
   D. Properly citing books using the style manual of the discipline.
   E. Finding and evaluating books using local and union catalogs
   F. Electronic books available on the web, and through PDA's (personal digital assistants).
   G. Online alerting services to keep up-to-date with new books
   H. Interlibrary Loan and borrowing books from other libraries.

III. 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

IV. Reference Books
   A. Definition and overview of reference books in the discipline(s)
   B. Type of reference books in the discipline(s)
      1. Subject dictionaries
      2. Subject encyclopedias
      3. Handbooks and manuals
      4. Other Types of reference books appropriate to the discipline(s)
   C. When and how to use reference books within the research process
   D. Finding and evaluating reference books
   E. Properly citing reference books

V. Scholarly Journal Literature
   A. Definition and overview of scholarly literature in the discipline(s).
   B. Differences between scholarly journals and popular magazines.
   C. How to read and interpret scholarly journal literature.
   D. Finding and evaluating articles in scholarly journals.
   E. Article databases, full-text electronic databases, electronic journals

F. Alerting services to keep up-to-date with new articles in a specific field

G. Properly citing journal articles

H. Interlibrary Loan and document delivery of articles from other libraries

VI. Popular Magazines and the Media

A. Overview of popular magazines and the media

B. How new knowledge of the discipline is communicated in popular magazines and in the media

C. How find and evaluate articles in popular magazines

D. Properly citing popular magazine articles.

VII. Newspapers and Newspaper Databases

A. Overview of newspapers

B. How new knowledge of the discipline is communicated in newspapers

C. Newspaper databases and local newspaper web sites.

D. Finding and evaluating newspaper articles

E. Properly citing newspaper articles

VIII. Government Publications

A. Overview of federal, state, and local government publications

B. How government agencies are considered publishers.

C. Use of government publications in the discipline(s)

D. Finding and evaluating government publications

E. Properly citing government publications

IX. Web Sites

A. Overview and types of web sites

B. Use of web sites for research within the discipline(s).

C. Web search engines and meta search engines.

D. Finding and evaluating academic web sites.

E. Alerting services to keep up-to-date with new web sites within the disciplines

F. The use of Newsgroups and Usenets within the discipline(s)

G. Properly citing web sites

X. Images, Video Clips, Sounds

A. Use of images, video clips, and sounds in presenting topics for creating a web page or PowerPoint presentation

B. Review of image, video clips, and sounds on the web

C. Finding an evaluating images, video clips, and sounds on the web.

IX. Intellectual Property and Copyright

A. The definition of intellectual property and issues surrounding copyright

B. Fair use of intellectual property in an educational setting

C. Plagiarism and other improper use of information.

X. Applications Appropriate to the Discipline

A. Possible Application Instruction Depending of the Discipline(s) Needs

    1. EndNotes as a program to store and sort bibliographic citations

    2. PowerPoint to present information

    3. Web authoring tools

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.**

   Library Faculty

8. **Frequency.**
   a. Projected semesters to be offered: Fall _____   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