Format CO
COURSE OUTLINE

Introduction to Information Resources   LS105
            Course Title   Dept. & Course No.

I. DESCRIPTION:
At the end of this course, students will have a good understanding of the range of information resources currently available. The course focuses on the content and type of information contained within each resource, suitable uses for this information and the role of the publisher in developing information resources. Print resources, such as nonfiction books, dictionaries, encyclopedias and periodicals are covered and also electronic resources, including databases, CD-ROMs/DVDs, and the Internet. Resources will be evaluated to identify the most appropriate choices for specific users, and to determine their overall value within a library collection. Students will also understand plagiarism and how to avoid it.

II. SEMESTER CREDITS: 1

III. CONTACT HOURS PER WEEK: 1   0   1
                                 Lecture   Lab   Total
IV. PREREQUISITE: None

Upon completion of this course, the student will be able to, with 65% accuracy:

V. STUDENT LEARNING OUTCOMES

1. Consider the role of the publisher in the development of an information resource. Describe each type of resource, its characteristics, and typical uses. Identify examples of different types of resources. Outline the differences between direct and indirect information sources.

2. Compare print and electronic formats, describing their advantages and disadvantages.

VI. COURSE CONTENT:

A. Types of Information Resources
   1. Role of the Publisher
   2. Nonfiction: parts of a book
   3. Direct v. indirect information
   4. Dictionaries
   5. Encyclopedias
   6. Almanacs
   7. Atlases
   8. Serials
         a. Magazines
         b. Journals
         c. Newspapers, newsletters
   9. Databases
         a. Bibliographic
         b. Full-text
   10. Websites
         a. Web pages
         b. "Invisible" web
         c. Search engines
         d. Search directories

B. Print and Electronic Resources
   1. Uses:
         a. Print resources
         b. Electronic resources
   2. Differences:
         a. Content and coverage
         b. Access
         c. Cost

3. Identify most commonly used or recommended resources for different subjects.

C. Resources by Subject
1. People
2. Places
3. History
4. Science
5. Social Sciences
6. Government
7. Legal
8. Business
9. Health
10. Education

4. Consider possible reasons for evaluating information resources. Apply this understanding to an evaluation of selected information resources based on appropriate evaluation criteria. Draw conclusions about resources based on the results of the evaluation.

D. Evaluation Criteria for Print and Online Resources, including:
1. Purpose
2. Authority
3. Scope
4. Audience
5. Currency

5. Determine appropriate sources for different types of research, including scholarly research, leisure research, and research according to patron groups.

6. Assist patrons in evaluating resources and make suggestions for resources.

E. Introduction to information seeking behavior
1. Known item searching
   a. Re-finding

7. Explain the need to access and use information ethically and legally

F. Plagiarism and Citation Styles
1. Avoiding plagiarism
2. MLA citation

VII. MATERIALS AND EQUIPMENT

A. Printed course materials
B. Computer
C. Standard classroom materials
D. Digital projector

VIII. TEXTS AND REFERENCES

A. Required Texts: instructor-created material

IX. METHOD OF INSTRUCTION
A. Lecture
B. In-class discussion/exercises
C. Supplemental activities and exercises
D. Group projects

X. METHOD OF EVALUATION:

A. Grading Scheme

Class participation	10%
Assignments	35%
Quizzes	15%
Midterm	20%
Final	20%

B. Transmutation of percent to letter grade

90 – 100%	A
80 – 89%	B
70 – 79%	C
65 – 69%	D
0 – 64%	F

PALAU COMMUNITY COLLEGE
LS105 Introduction to Information Resources
COURSE LEARNING OUTCOMES

During the course experience, the **course learning outcomes** (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

Rating Scale:
4 Outstanding 2 Developing
3 Proficient 1 Emerging

CLO 1: Students are able to instruct a group on a specific library resource or information literacy skill using a visual aid.

4	Overall instruction very effective in assisting patrons in understanding the topic with a clear and understandable topic; the student presents information in logical, interesting sequence which audience can follow.
3	Overall the instruction is mostly effective in assisting patrons in understanding the topic, with the organization of the poster making it easy to understand the concept without explanation; the student presents information in logical sequence which audience can follow.
2	Overall the instruction is somewhat effective in assisting patrons in understanding the topic, with the topic being clear but requiring some basic explanation to be understood; the audience has difficulty following the presentation because the student jumps around.
1	Overall the instruction is confusing and ineffective in assisting patrons in understanding the topic, with the topic being unclear and hard to understand even with significant explanation; the audience cannot understand the presentation because there is no sequence of information.

CLO 2: Students are able to critically evaluate information need and retrieve the most appropriate information resources for a particular situation, using both print and online resources.

4	Demonstrates an excellent ability to evaluate information need and to retrieve the most appropriate resources for a situation, along with a strong ability to use both print and electronic resources.
3	Demonstrates a good ability to evaluate information need and to retrieve the most appropriate resources for a situation, along with a good ability to use both print and electronic resources.
2	Demonstrates a limited ability to evaluate information need and to retrieve the most appropriate resources for a situation, along with some ability to use both print and electronic resources.
1	Demonstrates no ability to evaluate information need and to retrieve the most appropriate resources for a situation nor any ability to use both print and electronic resources.

CLO 3: Students are able to demonstrate the ability to access and use information ethically and legally.

4	Demonstrates the ability to access and use information ethically and legally without assistance.
3	Demonstrates the ability to access and use information ethically and legally with minimal assistance.
2	Demonstrates the ability to access and use information ethically and legally with significant assistance.
1	Cannot access and use information ethically and legally, even with assistance.