



- b. Avoiding the reference interview
    - c. Misunderstandings
    - d. Unmonitored referrals
    - e. Negative closure
  - 6. Positive and negative behaviors
  - 7. Half-right reference
5. Understand the key components of reference service, and discuss basic steps of the research process.
6. Perform successfully in practice reference desk interactions, including telephone and online reference interactions. Compare and contrast special considerations of telephone, email, and live online reference service.
7. Demonstrate familiarity and proficiency with the research process from both a librarian and a patron perspective.
8. Create effective search structures, explaining different types of search languages, including Boolean and natural language searches
9. Using standard evaluation criteria to compare different information resources, justify selection of resources to meet specific user needs.
10. Assist a patron in developing a research query and strategy. Make suggestions for narrowing or expanding a research topic and when each is appropriate.
- E. The research process from a user perspective
- 1. Steps in the research process
  - 2. Know your user
  - 3. Information overload
  - 4. Information anxiety
  - 5. Reference environments
- F. Reference away from the reference desk
- 1. Reference by telephone
  - 2. Email reference
  - 3. Live online reference
- G. Research methods
- 1. Developing a research query
  - 2. Creating a research strategy
  - 3. Browsing
  - 4. Searching
  - 5. Narrowing or expanding a research topic
- H. Search structures
- 1. Catalog search
  - 2. Database search
  - 3. Search engines
  - 4. Boolean search language
  - 5. Natural language searches
- I. Evaluation criteria for print and online resources:
- 1. Purpose
  - 2. Authority
  - 3. Scope
  - 4. Audience
  - 5. Currency
  - 6. Identity
  - 7. Domain types
  - 8. Design
  - 9. Navigation
  - 10. Links
- H. Understanding user education

11. Discuss the ethics of privacy and confidentiality in the library. Apply professional ethics to sample situations.

I. Ethics

1. Privacy
2. Confidentiality

VII. MATERIALS AND EQUIPMENT

- A. Standard classroom materials
- B. Computer
- C. Digital projector

VIII. TEXTS AND REFERENCES

- A. Required Texts: instructor-created course material

IX. METHOD OF INSTRUCTION

- A. Lecture
- B. Discussion
- C. Supplemental activities and exercises

X. METHOD OF EVALUATION:

A. Grading Scheme

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

B. Transmutation of % to letter grade

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

PALAU COMMUNITY COLLEGE  
**LS110: Research Methods and Reference Assistance**  
 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 will be able to communicate effectively with library patrons to establish their specific information needs, and assists patrons in an ethical and professional manner.**

4	Demonstrates without assistance the ability to communicate effectively with library patrons, to establish their specific information needs, and to assist them in an ethical and professional manner.
3	Demonstrates the ability to communicate effectively with library patrons, to establish their specific information needs, and to assist them in an ethical and professional manner with minimal assistance
2	Demonstrates the ability to communicate effectively with library patrons, to establish their specific information needs, and to assist them in an ethical and professional manner with significant assistance
1	Unable to demonstrate the ability to communicate effectively with library patrons, to establish their specific information needs, and to assist them in an ethical and professional manner even with assistance.

**CLO 2: Students will be able to employ critical thinking to plan an effective research strategy (including gathering, retrieving, and organizing information for an academic research project).**

4	Employs critical thinking to plan an effective research strategy without assistance.
3	Employs critical thinking to plan an effective research strategy with minimal assistance.
2	Employs critical thinking to plan an effective research strategy with significant assistance.
1	Unable to employ critical thinking to plan an effective research strategy even with assistance.

**CLO 3: Students will be able to utilize technology literacy skills to conduct online searches, to provide appropriate information for patrons, and to find information for academic research projects.**

4	Utilizes technology literacy skills without assistance to conduct online searches, to provide appropriate information for patrons, and to find information for academic research projects
3	Utilizes technology literacy skills to conduct online searches, to provide appropriate information for patrons, and to find information for academic research projects with minimal assistance
2	Utilizes technology literacy skills to conduct online searches, to provide appropriate information for patrons, and to find information for academic research projects with significant assistance
1	Unable to utilize technology literacy skills to conduct online searches, to provide appropriate information for patrons, and to find information for academic research projects even with assistance.