Format CO COURSE OUTLINE

Research Methods and Research Assistance Course Title	LS110 Dept. & No.			
I. DESCRIPTION: This course covers customer service in libraries, and includes hands-on instruction in effective communication (particularly the reference interview), to provide efficient research and reference assistance. The course develops student understanding of research methods, based on skills learned within LS 105: Introduction to Information Resources. More advanced searching methods are taught, and students will use these to identify a range of resources. Students will learn evaluation skills to select the most appropriate resources for specific user needs. A reference desk practicum is required				
II. SEMESTER CREDITS: 3				
III. CONTACT HOURS PER WEEK: 3 Lecture	0 3 Lab Total			
IV. PREREQUISITE: LS102, LS105, and CS100				
V. STUDENT LEARNING OUTCOMES	VI. COURSE CONTENT:			
Upon completion of this course, the student will be a	ble to, with 65% accuracy:			
1. Demonstrate a thorough understanding of custome service qualities for all interactions, particularly with reference encounters.				
2. Understand the need for effective communication library encounters, and develop good strategies for communicating effectively with all users.	in all B. Communication 1. Understanding effective communication a. Effective listening b. Non-verbal behavior communication 2. Communication with special groups a. Children and teenagers b. Irate customers c. Customers with disabilities			
3. Analyze the potential reference needs of the prima users of each library type.	ry C. User needs			
4. Describe the reference interview and its purpose.	 D. The reference interview Definitions and purpose Open and closed questions Sense-making questions Summarizing and paraphrasing Problems with the reference 			

interview

a. 'Face value' rule

- 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.
- 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
- 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.
- F. Reference away from the reference desk
 - 1. Reference by telephone
 - 2. Email reference
 - 3. Live online reference
- 7. Demonstrate familiarity and proficiency with the research process from both a librarian and a patron perspective.
- G. Research methods
 - 1. Developing a research query
 - 2. Creating a research strategy
 - 3. Browsing
 - 4. Searching
 - 5. Narrowing or expanding a research topic
- 8. Create effective search structures, explaining different types of search languages, including Boolean and natural language searches
- H. Search structures
 - 1. Catalog search
 - 2. Database search
 - 3. Search engines
 - 4. Boolean search language
 - 5. Natural language searches
- 9. Using standard evaluation criteria to compare different information resources, justify selection of resources to meet specific user needs.
- 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
- 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.
- H. Understanding user education

- 11. Discuss the ethics of privacy and confidentiality in the library. Apply professional ethics to sample situations.
- I. Ethics
 - Privacy
 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%	В
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).

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	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 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.