New Course Request

Check Appropriate Boxes: Undergraduate credit ☑ Graduate credit ☐ Professional credit ☐

1. School/Division Liberal Arts & Sciences
2. Academic Subject Code COAS

3. Course Number Q110 (must be cleared with University Registrar)
4. Instructor N. Colborn

5. Course Title Introduction to Information Literacy

Recommended Abbreviation (Optional) .......................................................... (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2005

7. Credit Hours: Fixed at .......... 1 . . . . . . or Variable from ............ to ............

8. Is this course to be graded S-F (only)? Yes ...... No ..X...

9. Is variable title approval being requested? Yes ...... No ..X...

10. Course description (not to exceed 50 words) for Bulletin publication: This course examines information structure and organization as well as teaching techniques and skills for effectively identifying, acquiring, evaluating, using and communicating information in various formats.

11. Lecture Contact Hours: Fixed at .......... 1 . . . . . . or Variable from ............ to ............

12. Non-Lecture Contact Hours: Fixed at .......... 0 . . . . . . or Variable from ............ to ............

13. Estimated enrollment: .......... 20 . . . . . . of which .......... 0 . . . . . . percent are expected to be graduate students.


15. Justification for new course: Replaces Q161 and Q101- see attached

16. Are the necessary reading materials currently available in the appropriate library? Yes...

17. Please append a complete outline of the proposed course, and indicate instructor(s) (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Some overlap with Q161 and Q101, see attached

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ___________________________ Date 9-10-04
Department Chairman/Division Director

Approved by: ___________________________ Date 9-15-04
Dean

______________________________ Date
Dean of Graduate School (when required)

______________________________ Date
Chancellor/Vice-President

______________________________ Date
University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
New Course Request addendum
Q110 Introduction to Information Literacy
Nancy Colborn
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237.4321

15. Justification for new course:

There were previously two “library” courses on the books: Q161, Library Skills and Resources and Q101, Research and the Virtual Library. These descriptions are noted below:

Q161. Library Skills and Resources:

Techniques and skills for research term papers, speeches, and other library projects.

NOTE: This was written in the 1990s, when electronic resources were largely non-existent. It doesn't adequately reflect the true nature of the course as it is now taught. In addition, we feel that the course does more than instill techniques and skills; it gives students a theoretical understanding of the nature of information and its uses.

Q101. Research and the Virtual Library:

...emphasis on skills and techniques essential to conducting research using online resources in the virtual library. Students will learn to locate online information and evaluate it for authenticity, validity, and reliability. Concepts will prepare students to become independent, lifelong learners.

NOTE: This was written for the online-only course, at the suggestion of the Office of Distributed Education.

In preparation for the General Education Information Literacy requirement, the librarians examined the course titles and descriptions and realized that neither was entirely accurate to the course currently being offered. This new course title and number more accurately reflects the true nature of the course.

We have taught Q161 as a face-to-face course and Q101 as an online course. Both would qualify for the Gen Ed Information Literacy requirement, but the Gen Ed Implementation Committee wondered why we had two courses that were the same but differed only in delivery method. The librarians agreed that we could go to one course number and just include delivery method in the notes section of the schedule. While we were revising, however, we noted that both the original Q161 title and description were quite dated and don't accurately reflect what it is that we do in the course.

17. Q110 outline follows question 18. This is the basic outline; some instructors may choose to expand on various topics depending on their interest or expertise.

Nancy Colborn will teach, and will coordinate the Information Literacy courses for the Library, and LA&S COAS. Other librarians teaching the course will include Rosanne Cordell, Julie
Elliott, Feng Shan, Kirby Cheng, and Linda Fisher, and other full time IUSB librarians. Associate faculty instructors will also be used to teach this course.

There is no textbook for this course. Instructors assign some reserve reading materials.

18. See above. Both Q161 and Q101 will be phased out, replaced by Q110, Introduction to Information Literacy, taught in both face to face and online versions.
Q110
Introduction to Information Literacy
Course Outline

1. Course Introduction

Overview of syllabus, schedule
pre-test
selection of term project topic

2. Beyond Dewey

Libraries, Types of materials in libraries
Classification systems in libraries
   Dewey Decimal System
   Library of Congress

The Structure of Information
   Timeline
   Primary v. secondary

Search Strategy
   Importance of terminology
   Narrowing and expanding topic

The concept of Tools

3. In Style
Using & Citing Sources

Ethical use of information
Plagiarism
MLA Style
APA Style

4. Background sources

Types of Reference materials and uses

5. Database Searching

The Structure of a Database
   Records
   Fields
   Search string
Known Item Searching

Topic Searching
   Controlled vocabulary
   Keyword Searching

General keyword searching
   Stop words
   Boolean Searching
      And
      Or
      Not

6. Looking for Books
Online Catalogs

Using IUCAT to find books and other items
Types of Searches
Reading a Citation
      Call numbers, including Library of Congress Classification system
      Subject headings, lateral searching
Boolean Searching
Advanced Searching

7. Looking for Articles
Periodicals

Definition and benefits of use
Popular vs. Scholarly
Print vs. Electronic
Journal Databases
Locating in Schurz Library
Interlibrary Loan

8. Looking for the Best Articles
Advanced Periodical Searching
   subject headings
   thesaurus searching
Introduction to more databases

9. The Internet

What it is, how it works
History
Ownership and control
What is the WWW
What’s available on the web; Fee vs. Free
uniform resource locaters
How to find things: search engines vs. directories, Meta-search engines
How they work: spiders and robots

10. Internet Evaluation

The Best and the Worst of the Internet
Propaganda, Misinformation, Disinformation
Internet Evaluation Criteria
Critical Thinking
Edited Internet Directories
The Invisible Web


U.S. Federal Government structure
Govt. Publs. in Libraries, including Superintendent of Documents classification system
Govt. Publs. on the Web

12. Statistical Information

Using statistics
How statistics are gathered (census data, sampling, surveys)
Polls and how they work

13. Advanced Searching

Truncation
Limiting by Field
Nesting
Proximity Searching
Phrase Searching
Table of Contents Searching
Saved Searches, Search History, Alert Services

14. Course wrap-up

Term project due
post-test
course evaluation