This course is designed to familiarize the student with the concepts and practices associated with Information Literacy & Research Skills.

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**COMPONENT AREA**
Communication

**COURSE FOCUS**
This class will focus on Information Literacy and express this knowledge through written and oral communication using various technologies explored in class.

**COURSE CONTENT**
Students will learn how to ethically evaluate resources, how to disseminate the information in verbal and written communications, and produce documents/artifacts using emerging technologies.

**CORE OBJECTIVES**
(A) **Critical Thinking Skills** to include

- Project based to identify sources using modern technology & the web.
- 5. evaluation and synthesis of information through exams and presentation

* (B) **Communication Skills** to include

- Transfer of knowledge using the web and other technologies and communication methods.
**Personal Responsibility**

The ability to connect choices, actions, and consequences to ethical decision-making through transfer of knowledge using the web and other technologies and communication methods.

**Course Objectives**

After completing this course, students will be able to:

- Formulate a research strategy to find information about a selected topic.
- Find materials in the online catalog and obtain them for use.
- Search library online databases for articles and information.
- Use search engines and directories to find information on the World Wide Web.
- Evaluate information sources for accuracy, authority, objectivity, purpose, currency, and appropriateness.
- Demonstrate a basic understanding of plagiarism and copyright as applied to the research process.
- Read and write citations using APA, MLA, or Turabian documentation styles.

**Required and optional textbook(s):**

No textbook is required for this course. All necessary materials will be available online. Instructors in the class will notify students if supplemental readings are required.

**Student Learner Outcomes**

Understand basic research fundamentals to:

- Appreciate the fact that there is a process to searching for information.
- Identify key words or phrases that represent a topic.
- Formulate, broaden and narrow a topic.
- Use Boolean logic (e.g., AND, OR, NOT) to focus research.
- Recognize various formats of information.
- Locate bibliographic and reference sources that are appropriate to a topic.
- Distinguish between popular, scholarly, current and historical resources.
- Distinguish between indexes in various formats.
- Distinguish between online databases, collections of online databases, and gateways to different databases and collections.
- Recognize what the library owns and how to find it.
- Understand how to secure materials not held by the library.
• Use appropriate documentation to cite sources.
• Use information ethically and legally.

Navigate the library by:

• Accessing the James C. Jernigan Library website and exploring its components.
• Becoming aware of basic library policies, procedures and services, including contacting other libraries directly or through Interlibrary Loan/document delivery.
• Discovering the locations of library collections, service desks and other physical features of the building.
• Using the OASIS online catalog.
• Searching for a known item by author and title, or by subject and keyword.
• Correctly interpreting catalog information.
• Accessing journals by title.
• Searching for periodical holdings.

Search online databases, printed indexes and abstracts for full-text or applicable citations in magazine, journal and newspaper articles by:

• Searching online databases by subject, keyword, author and title.
• Searching printed indexes and abstracting services by subject, author and title.
• Using help screens in various databases to assist in research.
• Understanding different interfaces for basic and advanced searching in some databases.
• Recognizing the search functionalities common to most databases.
• Determining means for recording or saving information (printing, e-mailing, saving to a disk, photocopying, etc.).
• Recognizing that some materials are not available online or in digitized form and must be accessed in print or other formats (video, microforms, etc.).

Use the Internet to:

• Connect to research-oriented resources.
  o Ability to use the Internet effectively.
    o Become familiar with the Internet and its basic tools.
• Become conversant with Open Source - some of its applications, its promise and its limitations.
• Be able to create web pages by using basic HTML and using HTML editors.
• Ability to use spreadsheets.
  o Understand the vector power of functions in spreadsheet applications.
Assignments & Presentations

Writing exercise and assignment

- Evaluating Webpages
- Citations & Citation Formats
- Retrospective Resources – Annotated Bibliography

Addresses the General Education requirement of “Writing Effectively”

Group Presentations

- Emerging Technologies

Addresses the General Education requirement of “Speaking Effectively”.

Discussion Board Topics:

- Types of Search Engines
- Deep Web Searching

Students will explore and discuss with other students on a variety of Internet search tools.

Final Exam

This is a final comprehensive exam covering all topics discussed in the class.

A final exam, administered during the time scheduled by the Registrar, is required by the University.

Assignment due dates are in the Calendar; detailed information on each assignment will be located in Blackboard. **All assignments not completed by the due date will receive a zero.**

Grades will be based on the total number of points. There are 400 points possible. They are as follows:

- Assignments (3) total of 120 points, 20% of the grade
- Discussion Boards (3) total of 65 points, 15% of the grade
Tests (5) total of 90 points, 30% of the grade

Presentation (1) total of 25 points, 10% of the grade

Comprehensive final total of 100 points, 25% of the grade

A= 90% or Above
B= 80 – 89%
C= 70 – 79%
D= 60 - 69%
F= 59% and Lower

Tests and the final are graded automatically and scores will be posted immediately. Written assignments, discussion boards, and the in-class presentation grades will be posted one week after submission.

Policies for attendance, excused absences, make-up exams, late assignments, early final exams, cell phones, etc.

LECTURES: The lectures may be supplemented by material from outside sources such as the Internet, additional references, etc. As a student you are responsible for ALL of the material presented in class and any that may be given as outside assigned readings, or projects. A syllabus is accessible on the class through Blackboard the first week of classes. This is a guide to help you to plan your studies. We may deviate from the dates somewhat but the order of the lessons should not radically change. I encourage questions as long as they are not disruptive and argumentative.

If you have a problem understanding the material being covered in class PLEASE come see me. I am here to help you learn about Information Literacy, but don't wait until the last moment. I can't help you if you don't keep me informed.

ATTENDANCE: You are required to attend ALL scheduled CLASSES. I will keep a record of your attendance. Good attendance is directly related to good grades. Studies have shown that as class attendance drops off the grades drop.
This means that even excused absences hurt you academically. An absence, whether excused or not, does not relieve you of the responsibility of doing the work expected. If you intend to be absent you must let me know in advance. Excused absences are allowed for documented university/school activities or documented medical reasons only.

Since each class teaches skills needed for the following classes, missing a class could harm your chances of a good grade.

**TARDINESS**: Be on time. If you anticipate being late for a specific reason please let me know ahead of time. Unexcused tardiness will count as an absence. I will not repeat material just because you were tardy.

Students in this class are encouraged to visit The Learning Assistance Center - located on the 2nd floor of the James C. Jernigan Library - at anytime during semester. Appointments are encouraged (call them at (361) 593-5223, but you may also drop in and see if a tutor is available. For more information go the Learning Assistance Center's website at [http://libguides.tamuk.edu/hours](http://libguides.tamuk.edu/hours)

In addition, I expect you to:

- Arrive on-time and refrain from departing early or stepping out. *Note: If you arrive late, you will lose participation points or not be admitted to the class.*
- Turn off cell phones and other electronic devices.
- Treat me and your fellow students with respect. This includes listening carefully to others and responding in a courteous and thoughtful way (both in-person and online).

**Class Outline**

**Week 1:**

**Introduction**
- What is Information?
- Information Explosion / Information Overload

- Read the Welcome page
- Read and understand the Syllabus and Calendar pages
- View the YouTube videos
- Go to the Discussion Board for Module 1 and introduce yourself to the class
Week 2:

**Monographic Information**
- OASIS Library Catalog (Basic & Advanced)
- Library of Congress Classification
- Library of Congress Subject Headings and Subject Searching
- Other Library Classification Systems
- Subject vs. Keyword Searching
- Bibliographic Records

  - Review the PowerPoint presentation on Monographic Information
  - Take the test in blackboard. The test is in four parts.

Week 3:

**Introduction to Periodical Information**
- Information Cycle / Publication Cycle
- Types of Periodicals (Popular, Trade, Scholarly)
- Finding Periodicals in OASIS Library Catalog

  - Review the PowerPoint presentation on Periodical information and Databases.
  - Take the test in Blackboard. The test has three parts

Week 4:

**The Research Process**
- Developing a topic (concept mapping and other techniques, formulating an effective research question, using general and subject encyclopedias)
- Developing a search strategy (developing a research plan, identifying related academic disciplines)

  - Review the PowerPoint presentation
  - View the YouTube videos
  - Take the rest in Blackboard

Week 5:
Evaluating Webpages

- Learning and evaluating webpages from a research point of view
- Developing search strategies, critical thinking and evaluation skills

• Review the PowerPoint Presentation
• Review the LibGuide on Webpage Evaluation
• Download and complete the assignment

Week 6:

Emerging Technologies

- Learning two types of emerging technologies for group presentations and group collaboration
- Using critical thinking, evaluation skills, and developing guidelines for evaluation
- A PowerPoint presentation they will create for the class and deliver the next week will allow them to communicate with fellow students their evaluations and ratings

• Review the PowerPoint presentation
• Use the links provided for the technologies and select one (no duplication allowed)
• Evaluate the technology by criteria, both given and your own using critical thinking and evaluation skills
• View other students’ postings and discuss your agreement or offering other solutions on their technology

Week 7:

Emerging Technologies Presentations

• Students will select a technology and evaluate it according to the skills listed the prior week
• Students will create a PowerPoint to present in class on their technology
• Critical thinking, evaluation skills, discussion with other students are some of the skills in this module

Week 8:

Citations and Citation Formats
- Students will learn about the style formats used at Texas A&M University – Kingsville
- Students will learn the correct format for multiple of materials and how to cite the information correctly
- The assignment will allow students to apply the information learned in class and through their research

• Review the PowerPoint and LibGuides shown in class
• View the YouTube videos on the format styles mentioned
• Download and complete the assignment.
• Please bring the assignment to the next class

Week 9:

Retrospective (Paper) Resources

• This exercise addresses the General Education requirement of “Writing Effectively”.
• Annotated bibliographies are researched, written and revised using the citations you have found in your database, Internet, and OASIS online catalog searching.
• Use a format style you have chosen to create your bibliography
• Please bring the completed assignment to the next class

Week 10:

Types of Search Engines

- Learning the various types of search engines
- Evaluating search engines for academic research
- Using critical thinking and evaluation skills to differentiate between types of webpages available for research

• Students will choose a search engine from the list and evaluate it according to criteria (no duplication allowed)
• Students will write a review of their search engine and post it to the discussion board and respond to another students’ posting

Week 11:

Deep Web Searching on the Internet
- Understanding the concept of the Deep Web or Invisible Web
- Evaluate the different types of Deep Web search engines using critical thinking and evaluation skills

  • Students will choose a search engine from the list and evaluate it according to criteria (no duplication allowed)
  • Students will write a review of their search engine and post it to the discussion board and respond to another students’ posting
Week 12:

Statistics in Research

- Finding Statistical Information
- Evaluating Statistical Information
- Using Experts in Research

• View and work with the statistical websites provided in Blackboard
• Take the test in Blackboard

Week 13:

Copyright, Plagiarism, & Academic Dishonesty

- What is Copyright?
- What is Plagiarism (Intentional & Unintentional?)
- What is Academic Dishonesty?

• Read the LibGuides for Copyright & Plagiarism
• View the YouTube videos on Copyright, Plagiarism and Academic Dishonesty
• Review the PowerPoint presentation on Copyright & Plagiarism
• Take the test in Blackboard

Week 14:

Last Class Day

- Review, wrap up and discussion of the class

Take the Final Comprehensive Exam

Assignment due dates are in the calendar; detailed information on each assignment will be located in Blackboard. All assignments not completed by the due date will receive a zero.
Disability statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term. DRC is located in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

Academic misconduct statement:
You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:
1) Cheating: Using unauthorized notes or study aids, allowing another party to do one’s work/exam and turning in that work/exam as one’s own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2) Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3) Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4) Plagiarism: Portrayal of another’s work or ideas as one’s own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
5) Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6) Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7) Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:
1) Failure to follow published departmental guidelines, professor’s syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/test site without permission during a test.
4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6) Nondisclosure or misrepresentation in filling out applications or other university records.
7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

**Non-academic misconduct:**
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include
1) interfering with the instructor's ability to conduct the class,
2) causing inability of other students to profit from the instructional program, or
3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

**Harassment/Discrimination:**
Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant’s immediate supervisor, a department head, any supervisory employee, the Dean of Students (593-3606), or the Office of Compliance (593-4758). Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

**Six-drop policy:**
The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar’s Office in College Hall, Room 105.