

LIBR 100 (4350): Research Concepts & Practice

Instructor: Kathleen Ennis
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Course Web Site: <http://ennisk.faculty.mjc.edu>

Office Hours: Thursdays 11:00am - 12:00 pm (also, extensively by email and appointment)
Class meets: Tuesdays & Thursdays: 9:35am-11:00am 08/26/14-12/4/14
No class Thursday 9/11/14, Tuesday 11/11/2014, Thursday 11/27/2014

Important Dates: Last day to drop without a "W": 09/07/2014
Last day to drop, period: 11/12/2014

Textbooks: *MLA Handbook for Writers of Research Papers, 7th Edition*

Other Materials: Dedicated 3-ring binder, GoPrint card,

Grading:	Homework/in class activities/reflections	500 points
	Annotated bibliography	50 points
	Writing Center appointments (2 x 25)	50 points
	Appointments with Kathleen (2 x 25)	50 points
	Final Research Paper	200 points
	Participation	<u>50 points</u>
		Total: 900 points

Grading Scale:	810-900 = A	Excellent work & active participation; far above the average effort
	720-809 = B	Good work & participation; better than most
	630-719 = C	Satisfactory work & average participation; you did what it took
	540-629 = D	Unsatisfactory; you didn't do enough work or participating
	Below 540 = F	Failing

Course Learning Outcomes:

Students successfully completing LIBR100 will be able to:

- Find information to support college-level research assignments and enhance life-long learning;
- Evaluate information in terms of its relevancy, accuracy, authority, objectivity, and currency;
- Use information effectively and ethically to support college-level research assignments and life-long learning.

Course Objectives:

To meet the above outcomes, the course will focus on developing the following skills:

- Choosing and developing a research topic appropriate to college level course work
- Articulating clearly defined research questions to facilitate exploration of topics
- Developing and implementing effective search strategies for college-level research
- Finding and accessing information from standard print and electronic information resources available through the MJC library, including library catalogs, print and online periodical indexes, online databases, and reference books
- Using the Web to find academic research material
- Revising search strategies if and when needed.
- Evaluating information resources for authority, bias, and currency
- Using retrieved information to help answer research questions
- Citing a variety of sources in MLA format (within text of papers and in Works Cited lists)

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What you can expect from me:

My professional life is devoted to sharing my passion for life, learning, and research. I believe students are most successful when they are internally motivated to succeed, take full responsibility for their own learning, and develop meaningful personal, academic, and professional goals. I also believe teachers are most successful when they realize that part of their job is to guide students as they find their motivation, take that responsibility, and identify and nurture their goals. The other part of a teacher's job, of course, is knowing their stuff. I love to share the stuff I know about research, in hopes that my students will develop amazing information competency skills that will help them succeed in all aspects of their lives. With all of this in mind, I strive to provide the following:

1. A rigorous, relevant, and comprehensive curriculum allowing students to explore and meet the information competency standards as defined by the Association of College and Research Libraries;
2. Delivery of course content utilizing teaching methods that engage students and address diverse modes of learning;
3. A comfortable, respectful classroom where students are safe to initiate and contribute to course-related discussions.
4. Adequate time for students to participate in both guided and independent practice of information skills;
5. Fair and timely assessment/feedback on student work and progress;
6. Regular availability outside the classroom setting for students needing learning support, feedback, or shelter from the storm.

What I expect from you:

1. **Embrace the rigor** – This is a 3-unit, university-level course. These upper-division units are reflected in the amount of work assigned, the time, effort, and higher thinking skills required to complete the work, and my expectations about the quality of the work you turn into me. We work hard in this course, with in-class activities, homework and reading assigned each and every week.
2. **Regular attendance** – You will not succeed if you do not attend class regularly; therefore, punctual and regular attendance is expected. If you are absent, please note that the regularly occurring in-class activities and Reflections cannot be made up. If you miss three class sessions, your absences will be considered excessive, and you may be dropped.
3. **Participation** – Simply showing up isn't enough. Please come to class prepared to participate: listen actively, ask and answer questions, jump into the class activities I have planned for you, and constantly reflect on how things you learn have real life application.
4. **Do the work** – Take responsibility for turning in assignments on time. Homework is assigned almost every week and late assignments are never accepted. If you are going to miss class, email or FAX your homework into me as a placeholder until you can bring in the original. Please note that Reflections and/or in-class assignments are a big part of the class and cannot be made up.
5. **Ask for help when needed** – We all need help sometime. Every one of us. I am always happy to help you with the concepts/material we cover in class, as well as willing to help you tackle any other problems that affect your success. If you reach out, I'll be here.
6. **Act with integrity:** Please familiarize yourself with the *MJC Student Code of Conduct*, especially the section on plagiarism. I do report violations of this *Code* occurring in my classroom to the Student Services Office.
- 7.
- 8.

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Course Syllabus

Week One: 8/25

Tuesday

- Introduction to course and each other
- Success strategies

Reading for Thursday: *The Miniature Guide to Critical Thinking: Concepts and Tools* (handout)

Thursday

- Creating class cards
- Information Competency Standards

Activity: Demystifying the information literacy competency standards

Homework: *Information Competency Standards*

Reading for next week: *MLA Sections 1.1-1.3* (pages 3-7)

Week Two: 9/1

Tuesday - Thursday

- Responses to first *MLA Handbook* reading and Week 1
- Topic selection
 - Basic Considerations
 - Mining course syllabus/content for topic ideas
 - Outside source ideas
 - Finding a focus for your research

Activity: Topic Brainstorm

Homework: *Topic Reflection*.

Reading for next week: *MLA Handbook 1.8. Outlining* (pages 41-46)

Week Three: 9/08 NO CLASS THURSDAY

Tuesday

- Formulating research questions

Activity: Research Question Brainstorm

Homework: *Thesis Development, Research Questions*

Week Four: 9/15

Tuesday

- Responses to Week 3 readings/material/concepts/homework
- Reflection 2
- Information basics
 - Information vs. knowledge
 - Primary & secondary sources

Activity: Primary and secondary sources

Thursday

- More information basics
 - Scholarly, substantive & popular resources

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Activity: Identifying scholarly, substantive & popular information

Reading for next week: *MLA Handbook* Section 1.6 Evaluating Sources (pages 33-38)

Homework: *Information Basics*

Week Five: 9/22

Tuesday - Thursday

- Responses to Week 4 readings/material/concepts/homework
- Reflection 3
- Evaluating information

Activity: Evaluating Information: Applying the CRAAP test to Web pages

Reading for next class: *MLA Handbook* Section 1.4.4 Reference Works (pages 10-18)

Week Six: 9/29

Tuesday - Thursday

- Responses to Week 5 readings/material/concepts/homework
- Reflection 4
- Introduction to reference books and background databases

Class activities: Using background sources

Homework: *Background Research*

Reading for Next class: *MLA Handbook* Chapter 2 Plagiarism & Academic Integrity (pages 51-61) AND Section 5.1- 5.6.2 Documentation: Preparing the List of Works Cited (pages 126-133)

Week Seven: 10/6

Tuesday - Thursday

- Responses to Week 6 readings/material/concepts/homework
- Reflection 5
- Using the answers you find
 - MLA citation
 - Paraphrasing/summarizing
 - Avoiding plagiarism

Class activities: Citing Practice, Paraphrasing/Summarizing Practice

Reading for Next class: *MLA Handbook* Section 5.1- 5.6.2 Documentation: Citing the Sources in the Text

Homework: *Noodlebib Account Creation*

Week Eight 10/13

Tuesday

- Responses to Week 7 readings/material/concepts/homework
- Reflection 6
- In-text citation

Class activities: practicing with in-text citation

Thursday

- Formatting the research paper
- More in-text citation

Class activities: formatting the MLA paper

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Homework: *Paraphrasing and Citing I*

Reading for next class: *MLA Handbook* Section 1.4.5 The Online Catalog of Library Holdings (pages 18-24)

Week Nine 10/20

Tuesday

- Responses to Week 8 readings/material/concepts/homework
- Reflection 7
- Peer Review of Paraphrasing and Citing paragraph

Thursday

- Finding knowledge in books
 - Introduction to the MJC Library catalog
 - Other library catalogs and Interlibrary loan
 - Citing ebooks

Homework: *Library Catalogs*

Reading for next class: *MLA Handbook* Section 1.4.6 Full-Text Databases (pages 24-25) Section 5.7.1- 5.7.11 Citing Periodical Print Publications (pages 136-148) and Section 5.6.4 Citing a Periodical Publication in an Online Database (pages 192-193)

Week Ten: 10/27

Tuesday

- Search Terms

Activities: Learning the language of research

Thursday

- Responses to Week 9 readings/material/concepts/homework
- Reflection 8
- Research Databases

Activity: *Database Experts* (Tuesday)

Reading for next class: : *MLA Handbook* Sections 1.9 Writing Drafts (46-49) and 1.10 Language & Style (49-50)

Homework: *Databases*

Week Eleven: 11/3

Tuesday and Thursday

- Responses to Week 10 readings/material/concepts/homework
- Reflection 9
- More Research Databases
- Research paper work

Homework: *Draft one of research paper: minimum of 5 pages*

Reading for next class: *MLA Handbook* Section 1.4.8 Web Sources (pages 28-31)

Week Twelve: 11/10 NO CLASS TUESDAY

Thursday

- Responses to Week 11 readings/material/concepts/homework
- Reflection 10

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- Academic research on the Web

Class activity: Citing Web documents

Homework: *Web Evaluation and Citation Assignment*

Week Thirteen: 11/17

Tuesday - Thursday

- Responses to Week 12 readings/material/concepts/homework
- Reflection 11
- Understanding bias

Class activity: Identifying and contextualizing bias

Homework: *Investigating Bias*

Homework: *Draft two of research paper (complete, yet drafty!)*

Schedule appointments!

Week Fourteen: 11/24 NO CLASS THURSDAY

Tuesday

- Responses to Week 13 readings/material/concepts/homework
- Reflection 12
- Searching the Web
 - Top level research
 - Subject directories and search engines

Activity: Searching the Web

Homework: *Searching the Web*

Week Fifteen: 12/1

Tuesday - Thursday

- Responses to Week 14 readings/material/concepts/homework
- TBA

No Questions Asked (NQA) Coupon: You may use an NQA coupon if you are unable to turn in a homework assignment on the day it is due. Please fill in your name and the assignment the coupon is being used for. Any homework turned in after the due date without a coupon attached will earn a zero. Coupons will not be accepted for anything other than homework assignments. Hold on to these coupons, because it is the only ones you will get. You may use only two coupons a semester (I keep track!), and they cannot be used for final paper. Also, unredeemed coupons are worth 5 extra credit points each at the end of the semester.

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LIBR100

NO QUESTIONS ASKED COUPON (Attach to assignment when turning in late. Good for 10 points extra credit if unused)

Used by: _____

Assignment: _____