LIBR 100 (4333): Research Concepts & Practice

Instructor: Kathleen Ennis
Office Phone: 575-6409
Office: East Campus Library & Learning Center, Room 119 (ask at the research helpdesk)
Email: ennisk@mjc.edu
Course Web Site: http://ennisk.faculty.mjc.edu

Office Hours: Wednesdays 11:00 am - 12:00 pm (also by email and appointment)
Class meets: Mondays & Wednesdays: 9:35 – 11:00 08/25/2014 – 12/03/2014
No class Monday 9/1/2014 (Labor Day) or Tuesday 11/11/2013 (Veteran’s Day)

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 50 points

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
Monday
• Introduction to course and each other
• Success strategies

Wednesday
• 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 NO CLASS MONDAY
Wednesday
• Responses to first MLA Handbook reading and Week 1
• Topic selection
  • Basic Considerations
  • Mining course syllabus/content for topic ideas
  • Outside source ideas
Activity: Topic Brainstorm
Homework: Topic Reflection.
Reading for next week: MLA Handbook 1.8. Outlining (pages 41-46)

Week Three: 9/08
Monday
• Responses to Week 2 readings/material/concepts/homework
• Reflection 1
• Finding a focus for your research
Activity: Thesis development
Wednesday
• Formulating research questions
Activity: Research Question Brainstorm
Homework: Thesis Development, Research Questions

Week Four: 9/15
Monday
• Responses to Week 3 readings/material/concepts/homework
• Reflection 2
• Information basics
  • Information vs. knowledge
  • Primary & secondary sources
Activity: Primary and secondary sources
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Wednesday
- More information basics
  - Scholarly, substantive & popular resources

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
Monday - Wednesday
- 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
Monday - Wednesday
- 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
Monday - Wednesday
- 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
Monday
- Responses to Week 7 readings/material/concepts/homework
- Reflection 6
- In-text citation
Class activities: practicing with in-text citation
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Wednesday
- Formatting the research paper
- More in-text citation
Class activities: formatting the MLA paper
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
Monday
- Responses to Week 8 readings/material/concepts/homework
- Reflection 7
- Peer Review of Paraphrasing and Citing paragraph
Wednesday
- 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
Monday
- Search Terms
Activities: Learning the language of research

Wednesday
- Responses to Week 9 readings/material/concepts/homework
- Reflection 8
- Research Databases
Activity: Database Experts (Monday)
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
Monday and Wednesday
- 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)
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**Week Twelve: 11/10 NO CLASS MONDAY**

Wednesday
- Responses to Week 11 readings/material/concepts/homework
- Reflection 10
- Academic research on the Web

Class activity: Citing Web documents

Homework: *Web Evaluation and Citation Assignment*

**Week Thirteen: 11/17**

Monday - Wednesday
- 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**

Monday
- 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

Wednesday
- Research paper work

**Week Fifteen: 12/1**

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

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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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