

LIBR1101 INTRO TO LIBRARY RESEARCH

FALL 2017 SYLLABUS

WELCOME TO LIBR 1101!

Welcome to LIBR1101. Your reasons for taking this course could range from wanting to know more about doing research to needing a credit hour for the semester or graduation.

Regardless of where you are in your college career this course will prove helpful. Research and the ability to carry it out successfully is part of college but is also something that you will use in your career and in the rest of your life, thus the phrase "life-long learning."

Teaching Philosophy

I believe that learning happens most productively when it is active and collaborative. Because our class sessions will often involve activities that build upon our assigned readings it is important that all readings are completed in advance of our weekly meetings. Therefore, I will

expect you to keep up with the readings, assignments, and discussions.

Because lessons build upon themselves, this course only works if students participate and keep up with the work. You need to take the initiative to review the materials I provide in the course. I want you to succeed in this class and I will work with you if you ask for help but I cannot know you need help unless you ask; I will set up a Blackboard discussion board forum where

"YOU WANT WEAPONS?
WE'RE IN A LIBRARY!
BOOKS! THE BEST
WEAPONS IN THE WORLD!"
-DOCTOR WHO "TOOTH AND CLAW" 2006

Contents of Syllabus:

Course Description & Purpose	2
Textbook	2
Disability Accommodation	2
Important Dates	3
Learning Outcomes	3
Assignments & Grades	4
Class Expectations	6
Attendance Policies	6
University Policies	7
Course Schedule	9

Class Time:

T 11:15-12:25

Class Location:

Library 708A

Professor

Michael Saar 880-2135

Gray Library 201

michael.saar@lamar.edu

Office Hours:

M 10:00 – 12:00 GL 108
& By Appointment

questions can be posted for the benefit of the class.

I have an open door policy for help so let me know if you are having problems as soon as you notice it so we can get them resolved. I have traditional office hours so stop by if you are on campus, call or IM me via Ask a Librarian. I will provide you with my chat schedule and reference desk schedule. I am interested in your input on the course so periodically I will ask you to complete surveys to see what needs modifying as the class progresses.

Course Description

As described in the university catalog, this course acquaints students with the process of acquiring, evaluating, and assimilating information from available resources. It focuses on information literacy skills and conveys the understanding that these skills are a tool for life-long learning.

This course will employ the textbook *Information Now: a*

determining your information needs, finding and accessing information, and evaluating and utilizing information. This book also demonstrates how to use information ethically and legally thus avoiding plagiarism and Copyright infringement. The assignments in this class will examine the different types of information sources: books, articles, internet sites, government information, and

more as well as looking at the research process as a whole and examining the issues surrounding information use in the 21st century. The smaller assignments will

culminate in a career exploration project with citations.

Purpose of the Course

The purpose of this class is to provide a basic library research course that will benefit you, the student, as you progress through your college career and move into the workforce. As a component of the core curriculum this class integrates four of the core curriculum outcomes: communication, critical thinking, social responsibility and teamwork. The ultimate goal of this class is for you to grow as an information literate individual who can locate, evaluate, and ethically use information from a variety of sources.

This class is beneficial to students from all backgrounds and all majors and it is aligned with established national literacy standards compiled by the Association of College and Research Libraries.

TEXTBOOK

Upson, M., Hall, C.M., & Cannon, K. (2015). *Information Now: a graphic guide to student research*. Chicago, University of Chicago Press.

AVAILABILITY

Lamar Bookstore – Setzer Center

Kampus Korner Bookstore

Online – ISBN: 978-0226-09569-1 (print)

ISBN: 978-0-226-26775-3 (ebook)

graphic guide to student research, which will help you advance through the process of

Disability Accommodation

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law and to the University's commitment to equal educational opportunities. Students with a documented disability should contact the Director of the Disability Resource Center (SFSWD) which is located in 105 Communication Building. Students may write to P.O. Box 10087, Beaumont, Texas 77710, call 409.880.8347, fax 409.880.2225 or e-mail SFSWD@lamar.edu. The Director will arrange to meet with the student to determine reasonable academic adjustments and/or accommodations. Additional information is available at <http://dept.lamar.edu/sfswd>. Please share your accommodation plan with me early in the semester.

Students who take this course find it immediately useful in their other courses that require research papers or projects. You will be able to locate research materials in a more efficient manner and learn to determine how reliable the source is for your research. This class provides a

Important Dates

AUGUST 28: FIRST DAY OF CLASSES

AUGUST 29: FIRST DAY OF LIBR 1101

SEPTEMBER 04: LABOR DAY HOLIDAY

SEPTEMBER 13: LAST DAY TO DROP WITH A FULL REFUND

SEPTEMBER 29: LAST DAY TO DROP WITH NO ACADEMIC PENALTY

NOVEMBER 3: LAST DAY TO DROP WITH ACADEMIC PENALTY

DECEMBER 5: LAST DAY OF CLASS – ALL ASSIGNMENTS DUE!

DECEMBER 5: FINALS BEGIN (5PM) – LIBR1101 FINAL AVAILABLE AT 5PM

DECEMBER 11: FINAL EXAM DUE AT 5PM

firm foundation for students who will move into other professions requiring research skills including, but not limited to, engineering, nursing, psychology, education, and business. Students who plan to attend graduate school gain the advantage of already knowing how to research databases and create citations. Any student who takes this course will find themselves better prepared to meet the demands of our information filled society.

LEARNING OUTCOMES

1. You will be able to define and provide examples of information literacy
2. You will be able to identify a variety of types and formats of potential sources for information
3. You will be able to construct and implement effectively designed search strategies
4. You will be able to apply initial criteria for evaluating both the information and its sources
5. You will be able to define and provide examples of ethical issues surrounding the use of information

Course Objective for LIBR 1101:

By the completion of this course, each student will create an annotated bibliography which effectively addresses a specific research question by locating, evaluating and ethically using information. Completion of the course will address several objectives of the university core curriculum:

Critical Thinking:

Objective 1: Evaluate the reliability, accuracy, authority, currency and purpose of information sources.

Objective 2: Select keywords or phrases along with Boolean operators to create an effective search

Communication:

Objective 1: Define and provide examples of information literacy

Objective 2: Can understand the parameters of the research assignment

Objective 3: Formulate a thesis statement/research question that fits the parameters of the assignment

Personal Responsibility:

Objective 1: Demonstrate an awareness of the social issues surrounding information use

Objective 2: Understand and avoid plagiarism

Objective 3: Understand and correctly use the appropriate citation format

Teamwork:

Objective 1: Work with others to accomplish a shared goal

Course delivery

While this is a live face-to-face course, I do use Blackboard extensively. I have found Blackboard to be the best way to organize lectures, assignments, grades and other materials. All assignments and materials will be posted online via the class' Blackboard course site. In Blackboard, we

have access to a variety of features that may be utilized during the course including: announcements, discussion boards, quizzes, etc. Some of the online materials may include both video and sound. In addition to regular attendance, **students are expected to log on to the**

Blackboard course site at least once per week. This is necessary not only to keep current with the class but also to access readings and assignments.

WORKLOAD & GRADES

Throughout this course you will complete six assignments applying various aspects of information literacy in researching a specific career path. These assignments will build towards a final, career research project

incorporating skills developed during the semester to provide a comprehensive, well-researched overview of a specific field. You will be asked to reflect regularly on your progress and understanding of readings,

discussions and assignments through weekly in-class quizzes. There will also be a graded test following the conclusion of each unit and a timed final exam.

Course Requirements

Assignments (4 at 50 -100 Pts. Ea.)	300 Points (38% of final grade)
Reading Quizzes (Weekly)	100 Points (13% of final grade)
Attendance & Participation	100 Points (13% of final grade)
Career Research Project	200 Points (25% of final grade)
Final Exam	100 Points (13% of final grade)

Assignments

Library Assignments (4 at 50-100 points each) – 38 percent of total grade

Library exercises that reinforce the content in class will be assigned for completion during class or for homework.

Reading Quizzes (100 points) – 13 percent of total grade

Keeping up with assigned readings, videos and lectures is essential to success in this course. Weekly quizzes will be given at the beginning of each class to assess your comprehension of materials and/or provide time for you to reflect on the readings.

Attendance and Participation - (100 points) – 13 percent of total grade

Your success in the course depends on your active and engaged presence in class sessions. Participation is measured by contributions in the face to face sessions and responses to online discussion questions posted throughout the semester.

Career Research Project (200 points) – 25 percent of total grade

All students will research a prospective career incorporating information from a variety of sources. Assignments related to the career project will be added to this document. More information will be on the career research project assignment.

Final Exam (100 points) – 13 percent of total grade

All students will take the final exam which serves as our assessment for this course. Students who do not take the final will not pass the course.

It is expected that assignments will be completed by dates indicated on the syllabus.

Assignments

Grading Scale

Total Pts.	Percentage	Grade
720-800	(90%-100%)	A
640-719	(80%-89%)	B
560-639	(70%-79%)	C
480-559	(60%-69%)	D
0-479	(0%-59%)	F

Changes to Course

In order to maintain the integrity of this course and its goals and to successfully meet our objectives, I reserve the right to alter the syllabus and coursework at any time and in any way. Any alterations will be announced both in class and on Blackboard

Incompletes will only be granted in cases of emergency or other dire circumstances at the discretion of the professor.

A Q or W can only be given prior to the final drop date; after that point only an "I" or "F" can be given.

Class expectations

General Expectations: I expect that

- Your assignments will be turned in complete and on time.
- Assignments will utilize proper grammar, spelling and complete sentences.
- You will communicate with me by email, phone or in person if you have something come up that will cause you to miss deadlines.
- You take responsibility for your own performance. In the university, your obligations and time are yours to manage, and the choices you make are ultimately your own.

As the Instructor:

- I will be timely in posting assignment, materials, and grades and in responding to your communications. If something arises that will delay grading I will let you know.
- I will be accessible and helpful in assisting you with this course.
- I will provide clear and helpful feedback on written assignments
- I will maintain a respectful, organized and participatory classroom environment

Classroom Behavior

Please treat the instructor and your fellow students with respect. This is crucial both in the live class and in any online communication on the class' Blackboard site. It is easy to misconstrue the meanings of what is posted on emails and in chat rooms. Please be careful about what you say and how you say it.

Attendance policies

Attendance

Students are allowed one absence but should make every effort to attend all class meetings. Lessons build on one another and everyone's active presence is vital to the creation of a dynamic, diverse and supportive learning community. Two absences will result in the student's final grade being dropped by 5%. Three absences will result in a 10% drop in the final grade. **Any more than three absences will result in an automatic failing grade for LIBR1101.** You are responsible for all assignments and information covered due to absences and tardiness.

For university sanctioned events, the relevant documentation must be submitted prior to the scheduled absence(s). Failure to do so will result in these absences counting against your absence allowance.

Course Evaluations – How you can help us be our best!

Lamar University encourages students to evaluate online the courses they take and the instruction they receive via a contract with a national company, OnlineCourseEvaluations.com. The evaluation instruments themselves were developed by LU faculty and administrators. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last class day. The student is notified of the specific dates at his/her myLAMAR e-mail address. If course evaluations are given during summers, mini semesters, and other compressed terms, evaluation windows are extended past the last class meeting. Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of the student who completed a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. That is, after the semester has ended and grades have been awarded, professors/instructors are able to access the results of their course evaluations, to include all student comments. The data may be analyzed and read and the comments read. Furthermore, the student observations and suggestions are often used to make changes in course content and delivery. Input via course evaluations is taken very seriously, and students are encouraged to participate in this process. Any questions or comments you have about the process should be addressed to Dr. Tom Matthews, University Assessment Coordinator, at 409-880-2385 or tom.matthews@lamar.edu. Thank you.

Illness

In the event that you become ill and it prevents you from participating exceptions will be made if the proper documentation is provided (i.e. doctor's note, hospital, obituary, etc.). I encourage you to contact me when this situation arises so we can plan a way for you to make up missed assignments, etc.

Late and Make Up Work

I expect you to submit your work on time. Late work may result in a grade penalty. If you need extra time on an assignment please contact me before the due date. Missed work can be made up if you provide the proper documentation.

Drop/Withdrawal

If you stop coming to class and do not drop the course you will receive a grade of **F** for the course. **I will not drop you from the class; as a college student that is your responsibility.**

The last day to drop without academic penalty is **September 29, 2017**.

The final drop day with academic penalty is **November 3, 2017**.

Note: Students who are passing at the final drop w/penalty date (**November 3, 2017**) will receive a Q. If failing, the course students will receive an F. The grade is determined by the faculty member based on the work completed to date.

University policies

Academic Dishonesty:

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. (See policy below as taken from the Lamar University general catalog).

23.1 FORMS OF ACADEMIC DISHONESTY. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cheating includes:

- a) copying, without authorization from the instructor, another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs;
- b) using, during a test, materials not authorized by the person giving the test;
- c) collaborating without authorization with another person during an examination or in preparing academic work;
- d) knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of test or assignment that has not been administered or assigned;
- e) substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
- f) bribing another person to obtain a test not yet administered or information about such; and
- g) purchasing or otherwise acquiring and submitting as one's own work any research paper or other written assignment prepared by an individual or firm.

Student Code of Conduct

Familiarize yourself with the **Student Code of Conduct** found on the LU home page as this governs classroom behavior and interaction with faculty and students.

Emergency Information:

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

NOTE: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Note on Internet Access and Minimum Technical Requirements

This course requires advanced computer literacy and access to the Internet. Many of the resources you will use will be online, including the library catalog, electronic databases, and Internet search engines. If you do not currently have access to the Internet from home you can use the computers in the Mary and John Gray Library. Keep in mind that the library is the only open lab on campus so the computers are in high demand. You will need to know your LEA (Blackboard) username and password to logon to the library computers and to access the library databases. If you need help call 880-2222.

<http://luonline.lamar.edu/ACP%20BB%20Orientation.pdf>

Because this course requires heavy use of online resources the requirement are the same as for a web-based course. Students should have a basic working knowledge of computers and Internet use and access to a computer with a broadband (DSL, cable, satellite) Internet connection. Other requirements for each course are listed in the university catalog. Check your browser compatibility using the link in the pdf document above.

Schedule	Course Activities and Assignments
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Week 1 August 29, 2017 To September 4, 2017</p>	<p>Topic: Course Introduction and the Definition of Information Literacy Instructor will review the syllabus and discuss information literacy and its relation to lifelong learning.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of information literacy. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication: Objective 1: Student can define and provide examples of information literacy</p>
<p>Materials Covered</p>	<p style="text-align: center;">None [you are expected to have read materials posted here before class meets]</p>
<p>Assignments due on or before 11:59 PM September 4, 2017</p>	<p style="text-align: center;">None</p>
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Week 2 September 5, 2017 To September 11, 2017</p>	<p>Topic: Steps in Effective Research Instructor will discuss the research process, identifying research needs and the relationship of the thesis to the research process.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of information literacy. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication: Objective 1: Student can define and provide examples of information literacy Objective 2: Student can understand the parameters of the research assignment</p>
<p>Materials Covered</p>	<p>1) Textbook pp. 1-15 2) Western Connecticut State University Research Process Tutorial - https://goo.gl/Cajio9 [Investigating section only]</p>
<p>Assignments Due 11:59 PM September 11, 2017</p>	<p style="text-align: center;">None</p>
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Week 3 September 12, 2017 to September 18, 2017</p>	<p>Topic: Identifying and Defining a Topic Instructor will discuss the importance of choosing a topic carefully and strategies to focus and strengthen topic selection.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources of information <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication Objective 3: Student can formulate a thesis statement or research question that fits into the parameters of the research assignment.</p>
<p>Materials Covered</p>	<p>Textbook: pp. 16-24.</p>

<p style="text-align: center;">Assignments Due 11:59 PM September 18, 2017</p>	<p>Assignment #1 – Identifying and Developing a topic</p>
<p style="text-align: center;">Unit 1 Week 4 September 19, 2017 To September 25, 2017</p>	<p>Topic: The Organization of Information Instructor will discuss primary vs secondary sources, and how and why information is organized</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Communication: Objective 1: Student can define and provide examples of information literacy</p> <p>Teamwork Objective 1: Student can work with others to accomplish a shared goal.</p>
<p>Materials Covered</p>	<p>1) Textbook: pp. 25-38 2) Primary vs Secondary Sources – Hartness Library https://youtu.be/gStyna348M0 3) How to read call numbers - http://youtu.be/c4AJR1jQCd0</p>
<p style="text-align: center;">Assignments Due 11:59 PM September 25, 2017</p>	<p>None</p>
<p style="text-align: center;">Unit 2 Week 5 September 26, 2017 To October 2, 2017</p>	<p>Topic: Finding books & field searching Instructor will discuss effective search strategies for locating books using the library catalog.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to construct and implement effectively designed search strategies. <p style="text-align: center;">Core Curriculum Outcomes</p> <p>Critical Thinking Objective 1: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.</p>
<p>Materials Covered</p>	<p>1) Textbook: pp. 39-45 2) How to find books 1 - https://youtu.be/mQ9Gt7ZwAL8 3) How to find books 2 - https://youtu.be/FYuZ3WQWPVY</p>
<p style="text-align: center;">Assignments Due 11:59 PM October 2, 2017</p>	<p>None</p>
<p style="text-align: center;">Unit 2 Week 6 October 3, 2017 To October 9, 2017</p>	<p>Topic: Finding Books and creating search strategies Instructor will discuss how to construct a strategy to increase research success utilizing keywords or phrases and Boolean operators.</p> <p style="text-align: center;">Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to construct and implement effectively designed search strategies.

	Core Curriculum Outcomes
	Critical Thinking Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.
Materials Covered	1) Textbook: pp. 46-54 2) Finding and Accessing Ebooks http://youtu.be/Uwwh1es_Bqc
Assignments Due 11:59 PM October 9, 2017	None
Unit 2 Week 7 October 10, 2017 To October 16, 2017	Topic: Finding Articles I - Popular/Scholarly/Trade Instructor will demonstrate how to locate articles using the library databases and the difference between types of articles Student Learning Outcomes <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to articulate and apply initial criteria for evaluating both the information and its sources. Core Curriculum Outcomes Communication: Objective 1: Student can define and provide examples of information literacy Critical Thinking Objective 1: Student can evaluate the reliability, accuracy, authority, currency and purpose of information sources.
Materials Covered	1) Textbook pp. 55-60. 2) How to access databases http://youtu.be/RCbdeDxczf0 3) Finding Articles http://youtu.be/RXIH8YMsTFY 4) Anatomy of a Scholarly Article - https://goo.gl/1OulqE
Assignments Due 11:59PM October 16, 2017	None
Unit 2 Week 8 October 17, 2017 To October 23, 2017	Topic: Finding Articles II – Database Searching Instructor will demonstrate the difference between types of articles and how to locate the articles in full text Student Learning Outcomes <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to construct and implement effectively designed search strategies. Core Curriculum Outcomes Critical Thinking Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy. Personal Responsibility Objective 3: Student can understand and correctly use the appropriate citation format.
Materials Covered	1) Textbook: pp. 61-70 2) How to read a citation U of AR Library

	<p>https://youtu.be/eRZlIdbaVys4</p> <p>3) Find Full-Text Articles http://youtu.be/8DPQKoQ-eUM</p>
<p>Assignments Due 11:59PM October 23, 2017</p>	<p>Assignment #2 – Finding Books &Articles</p>
<p>Unit 3 Week 9 October 24, 2017 To October 30, 2017</p>	<p>Topic: Locating Web Resources Instructor will discuss effective search strategies to find and evaluate web resources.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to construct and implement effectively designed search strategies <p>Core Curriculum Outcomes</p> <p>Critical Thinking Objective 2: Student can select keywords or phrases along with Boolean operators to create an effective search strategy.</p>
<p>Materials Covered</p>	<p>1) Textbook: pp. 71-80 2) Gina Sokesky – Tips & Tricks for Searching Google Like a Pro [Infographic] https://goo.gl/ktv7t0 3) Google - How Search Works https://youtu.be/BNHR6lQJGZs</p>
<p>Assignments Due 11:59 PM October 30, 2017</p>	<p>None</p>
<p>Unit 3 Week 10 October 31, 2017 To November 6, 2017</p>	<p>Topic: Evaluating Sources – Basic Criteria Instructor will discuss effective search strategies and ways to evaluate information resources.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information. You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p>Core Curriculum Outcomes</p> <p>Critical Thinking Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
<p>Materials Covered</p>	<p>1) Textbook: pp. 81-89 2) Dickson, EJ (2014, July 29). "I accidentally started a Wikipedia Hoax." <i>The Daily Dot</i>. https://goo.gl/o2SB7m</p>
<p>Assignments Due 11:59 PM November 6, 2017</p>	<p>None</p>
<p>Unit 4 Week 11 November 7, 2017 To November 13, 2017</p>	<p>Topic: Evaluating Sources – Identifying bias Instructor will discuss effective search strategies and ways to evaluate information resources.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to identify a variety of types and formats of potential sources for information.

	<ul style="list-style-type: none"> You will be able to articulate and apply initial criteria for evaluating both the information and its sources. <p>Core Curriculum Outcomes</p> <p>Critical Thinking Objective 1: Student can evaluate the reliability, validity, accuracy, authority, timeliness, and point of view/bias of information sources.</p>
Materials Covered	1) TBA
Assignments Due 11:59 PM November 13, 2017	Assignment #3 – Finding and Evaluating Websites
<p>Unit 4</p> <p>Week 12 November 14, 2017 To November 20, 2017</p>	<p>Topic: Information Issues in the 21st Century – Plagiarism & Academic Honesty Instructor will demonstrate how to avoid plagiarism when writing research papers and the value of academic honesty.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of ethical issues surrounding the use of information and sources. <p>Core Curriculum Outcomes</p> <p>Personal Responsibility Objective 2: Students understand and avoid plagiarism Objective 3: Students understand and correctly use the appropriate citation format.</p>
Materials Covered	1) Textbook: pp. 90-101 2) Jagadesh Kumar, M. M. (2012, September). Honestly Speaking about Academic Dishonesty. <i>IETE Technical Review</i> . pp. 357-359. doi:10.4103/0256-4602.103162.
Assignments Due 11:59 PM November 20, 2017	WORK ON FINAL PROJECT!!
<p>Unit 4</p> <p>Week 13 November 21, 2017 To November 27, 2017</p>	<p>Topic: Citing Sources in APA/MLA Format Instructor will demonstrate how to format and use citations when writing research papers.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of ethical issues surrounding the use of information and sources. <p>Core Curriculum Outcomes</p> <p>Personal Responsibility Objective 3: Student can understand and correctly use the appropriate citation format.</p> <p>Teamwork Objective 1: Student can work with others to accomplish a shared goal</p>
Materials Covered	1) Hunter, J. "The Importance of Citation." https://goo.gl/wbC6jm 2) Creating Citations in Databases http://youtu.be/w68tAu4-r4Q

	3) Purdue Owl Citation Guide - https://goo.gl/YFIlhq
Assignments Due 11:59 PM November 27, 2017	Assignment #4 – Citing Sources
Unit 4 Week 14 November 28, 2017 To December 4, 2017	<p>Topic: Information Issues in the 21st Century - Intellectual Property, Copyright, Privacy, & Online Security Instructor will discuss the laws governing copyright and intellectual property as well as other current issues pertaining to information use.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> You will be able to define and provide examples of ethical issues surrounding the use of information and sources. <p>Core Curriculum Outcomes</p> <p>Personal Responsibility Objective 1: Student can demonstrate an awareness of the social issues around the use of information. Objective 2: Students understand and avoid plagiarism</p>
Materials Covered	<p>1) Textbook: pp. 101-107 2) Copyright Clearance Center (2009) "Copyright Basics." http://youtu.be/Uiq42O6rhW4 3) Faden, E. (2007). "A Fair(y) Use Tale." http://youtu.be/yfyf8H7OV3w 4) Greene, T. (2016). "Lessons Learned from the 7 Major Cyber Security Incidents of 2016." <i>Network World</i>. https://goo.gl/rLOQq4</p>
Assignments Due 11:59 PM December 4, 2017	Career Research Project Due!
Unit 4 Week 14 December 5, 2017 To December 11, 2017	<p>Topic: Review for Final Exam Instructor will review students for final exam and answer any final questions related to the career exploration assignment.</p>
Materials Covered	Review All Previously Assigned Materials
Assignments Due 11:59 PM December 2, 2017	Career Research Project Due!

Revised 7/27/17 MS