

LIB 101-01 Intro. to Library Research



Course Description

LIBR 101 is a 1-credit, 8-week course that introduces students to the methods and ethics of information research, with emphasis on analyzing and defining information needs and resources, creating and refining search strategies, evaluating resources, and synthesizing and citing information.

Learning Materials

There is no textbook required for this course. Most of what you need for reading assignments and lectures will be found in Blackboard. Any other materials you will need will be provided via library resources.

Asking Questions

Email is the best way to contact me outside of class, though I may not receive your message until the next business day if it is sent outside of business hours.

Instructor
Jonathan Garren

BA; MA; MLIS

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843-383-8126

Office Hours:

Mon. & Wed., 3:30pm – 4pm EST; Tues., Thurs., & Friday, 3pm – 4pm EST

Learning Objectives for LIB 101

Upon successful completion of this course, you will be able to:

- Effectively plan a research endeavor by learning to construct a research question, identify the extent of information needed to satisfy a research question, and identify appropriate source types for a variety of research needs.
- Apply search methods in order to effectively locate and retrieve information using library resources, the internet, and other information retrieval tools.
- Examine and compare information from various sources in order to evaluate the credibility and usefulness of information for your research question.
- Examine ethical and legal issues surrounding information in order to compile, organize, and present information effectively and appropriately.
- Examine research based documentaries and how they communicate information.

- Distinguish between news and opinion and analyze the logic/rhetoric employed in opinion journalism.
- Analyze important elements of media messages to critically evaluate them for purpose and value.

Attendance Policy

“Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.”

Since this is an online class, attendance is tied to your class participation. This means your class participation grade will decrease if you are not actively engaging with the posted materials in Blackboard.

Active Engagement is defined as the following:

- **Accessing newly posted material in a timely manner (not simply the day before or the day an assignment is due)**
- **Accessing Blackboard in a consistent manner**
- **Submitting all assignments by or before the posted due date**

It is your responsibility to contact the instructor if you need an extension for an assignment. I am very flexible, but you have to contact me if something will prevent you from completing an assignment. Otherwise, I have to assume you are late for other reasons. Course materials will be posted on Blackboard.

Class Participation

Class participation includes submitting assignments by the due date and accessing Blackboard materials in a timely manner. If you are unable to fully participate in class activities you will lose points toward your class participation grade.

Class Participation Deductions are as follows:

- **Not Accessing Blackboard Materials in a Timely Manner: 0.4 points per week**
- **Late Assignments: 1 grade point per late assignment**

Assignments must be submitted on or before their posted due date. Any assignment(s) turned in after will result in a grade deduction of five points for each day late. If you know that certain life or school related circumstances will prevent you from submitting an assignment on time, please contact me immediately.

Questions...?

How to get the answers:

1. **Read** the syllabus.
2. **Ask** a classmate.
3. **Post** a question on the **Q&A board** - please check to see if it's already been answered **before** you post.
4. **Email me**
I will respond to email within 24 hours (M-F).
5. **Make an appointment:**
Please schedule an appointment with me via email, phone, or in person

I am more than willing to work with you, but I cannot help if you do not ask. We can always work something out together.

Expectations for Classroom Behavior

In order to learn, we must be open to the views of people different than ourselves. In the time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind.

You are also expected to conduct yourselves professionally when sending emails to your instructor. Please use proper email etiquette and grammar. No text-speak, please. Emojis are fine if used responsibly. Emotional context can be hard to convey over text, so sometimes emojis are useful.

Example of Proper Email Etiquette:

Professor Garren,

[Email Text Here]

Sincerely,
[Your Name]

Failure to adhere to these classroom rules will result in a penalty toward your class participation grade for the course and may also result in being dismissed from class.

Coker College Student Covenant

Coker College is a community dedicated to scholarship and community engagement. Those who join our circle of learning commit to a lifelong journey of intellectual & personal growth and service to others.

Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker College Student Covenant. I will:

- Conduct myself with integrity and be responsible for my actions and their consequences.
- Respect the rights, property, culture, and beliefs of others.
- Engage myself as an honorable scholar inside and outside of the classroom.
- Hold myself and others accountable for the sustainability of our environment.
- Offer my knowledge and creativity to serve my community.
- Contribute to the wider world through a continued pursuit of knowledge.

As Davidson Hall serves as the center landmark of our campus, so shall these six tenets serve as the foundation for my actions and decisions as a member of this community. By pledging to these tenets, I obligate myself to honor the principles that define Coker College.

Disability Assistance

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, richardson@coker.edu) to provide the necessary documentation.

No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

Assignments

Due dates for assignments are specified by the instructor and will be posted in Blackboard. Most assignments will be due by 11:59pm on the due date. Assignments will be considered late if they are submitted at any time after the stated closing date and time.

Any assignment(s) turned in after the posted due date will result in a grade deduction of five points for each day late. If you know that certain life or school related circumstances will prevent you from turning an assignment in on time, please contact me immediately. I am more than willing to work with you, but I cannot help if you do not ask. We can always work something out together.

All assignments must be completed according to the instructions in Blackboard. Some assignments may require you to bring a hardcopy to class.

Grading

Activity	Grade Points
Class Participation	10 points
Introductory Post	10 points
Research Planning Assignment	15 points
Library Catalog Assignment	15 points
Scholarly Database Article Assignment	20 points
Newspaper/Periodical Assignment	15 points
Web Source Verification Assignment	15 points
Total	100 points

Grade Scale	
100-90	A
89-80	B
79-70	C
69-60	D+
59 and below = F	

Projected Course Schedule:

Weekly Course Description	Weekly Course Assignment
<p>Week 1:</p> <p>Why is Information Literacy Important?</p>	<p>Assignment 1: Complete an Introductory Post</p> <p>Assignment 2: Complete the Pre-Test Posted under the Week 1 Materials</p>
<p>Week 2:</p> <p>What is the Difference Between a Research Topic and a Thesis Statement?</p> <p>How Can I Create Search Terms and Keywords from My Thesis Statement?</p>	<p>Assignment: Create and Submit a Research Plan</p>
<p>Week 3:</p> <p>What are Scholarly (Peer Reviewed) Resources?</p> <p>Why Do My Professors Always Require Them Over Other Sources?</p> <p>Know Your Different Types of Resources! Understanding the Differences Between Primary, Secondary, and Tertiary Sources</p>	<p>Assignment: Complete the Scholarly Article Database Assignment</p>
<p>Week 4:</p> <p>Put Your Knowledge Into Action! Using the Coker Library Catalog and Databases to Locate Relevant Print and E-Books</p>	<p>Assignment: Complete the Print and E-Book Resources Assignment</p>
<p>Week 5:</p> <p>Put Your Knowledge Into Action! Using the Coker Databases to Locate Relevant Newspaper and Magazine Articles</p>	<p>Assignment: Complete the Newspaper and Magazine Resources Assignment</p>
<p>Week 6:</p> <p>What is the Difference Between Websites and Databases?</p> <p>How Can I Properly Evaluate a Website's Credibility as a Possible Academic Resource?</p>	<p>Assignment: Complete the Website Evaluation Assignment</p> <p>Assignment 2: Complete the Post-Test</p> <p>Assignment 3: Rejoice! Huzzah! Party! You Survived LIB 101!</p>