

**EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved**

SUBJECT:	LIBR
Course Number:	100
Descriptive Title:	Critical Thinking and Information Literacy
Division:	Library and Learning Resources
Department:	Library Information Science
Course Disciplines:	Library Science
Catalog Description:	Critical Thinking and Information Literacy acquaints students with the organization of libraries and their resources, enabling them to develop strategies for library research. Students will familiarize themselves with basic information literacy concepts through literacy activities and research exercises. Students will learn how to locate and evaluate traditional and electronic types of library resources. Students will understand equity in research and how to find research by BIPOC individuals. Students will survey MLA, APA, and Chicago/Turabian citation formats and learn how to prepare a bibliography using APA standards. Students will also acquire proficiency in the use of informational technology in order to understand the full potential of library resources.
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Course Length:	Full Term
Hours Lecture (per week):	1
Hours Laboratory (per week):	0
Outside Study Hours:	2
Total Course Hours:	18
Course Units:	1
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	1/20/1998
Transfer UC:	Yes
Effective Date:	
General Education:	
ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	

IGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Given a research assignment, students will be able to use the ECC Millennium catalog to find a book/resource on their topic, using critical thinking skills to determine the type of catalog search, interpret the elements of the results, and retrieve the item from the shelf.
Course Objectives:	<ol style="list-style-type: none"> 1. Identify the 5 basic concepts in the information literacy processes, (1) identify, (2) find, (3) evaluate, (4) apply, and (5) evaluate. 2. Demonstrate a basic understanding of equity in research and identify three peer-review journal articles, other academic resources, credible sites; and library and online database that contain works written and published by BIPOC individuals or groups. 3. Demonstrate a general knowledge of the differences between an archives, library, and museum. 4. Ability to identify types of libraries to include academic, public, corporate, and special and their functions. 5. Apply the classification systems and utilize electronic book catalogs to locate books. 6. Identify and evaluate print and electronic resources available in libraries. 7. Employ print and electronic indexes and databases to retrieve periodical articles. 8. Demonstrate accuracy in citing research materials. 9. Examine and evaluate Web resources. 10. Prepare an annotated bibliography. 11. Identify information literacy concepts.
Major Topics:	<p>I. Course orientation and introduction to information competency (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Tour of physical and online Library B. Brief survey of library history and differences between archives, libraries, and museum research rooms C. Introduction to Library and Learning Resources Division tutoring service and online chat environments <p>II. Library resources (2 hours, lecture)</p> <ol style="list-style-type: none"> A. Reference books and general print collections B. Discovery OneSearch C. Classification systems, emphasizing the Library of Congress system D. Digital resources, emphasizing ebooks, databases, and other digital library resources. <p>III. Print indexes and online general periodical databases (2 hours, lecture)</p> <ol style="list-style-type: none"> A. Database tutorials B. EBSCOhost and ProQuest platforms C. Other Newspaper databases <p>IV. Specialized online databases (2 hours, lecture)</p>

	<ul style="list-style-type: none"> A. Literary criticism B. Nursing and health sciences C. Sciences D. Psychology and behavioral sciences E. Vocational and career F. Business G. Art and Film H. Education <p>V. Internet searching and search tools (3 hours, lecture)</p> <p>VI. Web site credibility and evaluation (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Recognizing credible sources <ul style="list-style-type: none"> 1. Wiki sources, such as Wikipedia, and difficulties with Wiki credibility 2. "Fake news" B. Domain uses, such as .edu, .com, .net, .ca, .gov, and .org C. Determining sponsors' and web authors' perspectives and agendas D. Finding posting dates for material on web sites <p>VII. Citing print and online resources (3 hours, lecture)</p> <ul style="list-style-type: none"> A. Surveying Citation Formats with a focus on building APA references B. Locating citation formats within Database research. C. Preparing a Works Cited page, also known as references
Total Lecture Hours:	18
Total Laboratory Hours:	0
Total Hours:	18
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Research the meaning of the word 'equity' in the following sources: an unabridged dictionary; an abridged dictionary; a special subject dictionary; and an online dictionary. In a two-page essay, write an overview of the different approaches each source takes and include the definitions.
Critical Thinking Assignment 1:	Write a two-page essay comparing and contrasting the differences between a newspaper, magazine and a peer-reviewed journal article. Cite three examples of each source type, using both print sources and electronic databases.
Critical Thinking Assignment 2:	Using the latest APA citation format create a works cited list of five sources on a specific topic to include an evaluation that validates these sources.
Other Evaluation Methods:	Homework Problems, Matching Items, Multiple Choice, Objective Exam, Quizzes, Written Homework, Pre and Post Evaluation, Information Literacy Activities, Final Project, and Q&A's
Instructional Methods:	Demonstration, Discussion, Lab, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:	PowerPoint
Up-To-Date Representative Textbooks:	Butler, Walter et al. Introduction to College Research. 1st edition. Press Books, 2021. https://introtocollegeresearch.pressbooks.com/front-matter/title-page/ . <u>Creative Commons Attribution 4.0</u>
Alternative Textbooks:	Pogue, Andi. LIBR 324 - Critical Thinking & Information Literacy. 1st Edition. Consumes River College, 2020. https://drive.google.com/file/d/1dk5-f0lr8Hf16IPbNbXjHsPaqAemBA7/view
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.</p> <p>ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>ENGL 1 - Engage in metacognitive conversations about strategies for academic reading, reasoning, and writing.</p>
Requisite Skill:	Eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding	<p>This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts.</p>

course objective under each skill(s). If applicable	Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Don Brown, Alice Grigsby, Judy Harris, Ed Martinez, Vince Robles
Date:	01/20/1998
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Analú Josephides
Date:	10/26/2021
Last Board Approval Date:	01/18/2022