TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

ADVANCED LIBRARY RESEARCH

I. INTRODUCTION

Many college librarians and professors report that students are not prepared to undertake college-level research when they reach post-secondary institutions of learning. Students in this one-semester, independent-study course will learn skills which prepare them for accessing, evaluating and using information from a variety of sources. Students will be exposed to a variety of subjects and materials that will help them succeed in college-level courses. These will include traditional and electronic reference sources, college library web sites and services, and information and communications technologies.

This course addresses the following Tam 21st Century goals:

Each student will have opportunities to:
- acquire, manage and use knowledge and skills
- think critically and creatively
- practice self-directed learning, decision making and problem solving

The District will:
- provide programs for high achieving students
- extend learning beyond the classroom

This course addresses the following Student Learning Outcomes:
- Communicate articulately, effectively, and persuasively when speaking and writing
- Read and analyze material in a variety of disciplines
- Use technology as a tool to access information, analyze and solve problems, and communicate ideas
- Demonstrate knowledge of the rights and responsibilities of the individual in a democratic society

II. STUDENT LEARNING OUTCOMES

A. Students will be able to:

1. Determine the nature and extent of information needed by:
   a. Defining and articulating the need for information;
   b. Identifying a variety of types and formats of potential sources for

information;

  c. Judging the costs and benefits of acquiring needed information;

  d. Reevaluating the nature and extent of the information needed.

2. Access needed information effectively and efficiently by:

  a. Selecting the most appropriate investigative methods or information retrieval systems for accessing needed information;

  b. Constructing and implementing effectively designed search strategies;

  c. Retrieving information on-line or in person using a variety of methods;

  d. Refining their research strategy as needed;

  e. Extracting, recording, and managing information and its sources.

3. Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system by:

  a. Summarizing the main ideas to be extracted from gathered information;

  b. Articulating and applying initial criteria for evaluating both information and its sources;

  c. Synthesizing main ideas to construct new concepts;

  d. Comparing new knowledge with prior knowledge to determine the value added, contradictions, and other unique characteristics of the information;

  e. Determining whether the initial question should be revised.

4. Individually or as a member of a group, use information effectively to accomplish a specific purpose by:

  a. Applying new and prior information to the planning and creation of a particular product or performance.

  b. Revising the development process for the product or performance.

  c. Communicating the product or performance effectively to others.

5. Understand ethical, legal, and socio-economic issues surrounding information and access and use information ethically and legally by:

  a. Understanding and articulating ethical, legal and socio-economic issues surrounding information and information technologies;

  b. Following laws, regulations, institutional policies, and etiquette related to the access and use of information resources;

  c. Acknowledging the use of information sources in communicating the product or performance.

B. Students will cover the following state *subject* Content Standards

See attached document showing information and communication technology

skills in the Content Standards.

C. **Students will cover the following content as included on the state Standards Tests and/or High School Exit Exam**

See above.

III. ASSESSMENT

A. Student Assessment

Students will be assessed based upon completing exercises and projects which will vary in length. Some of these exercises will be done in class and others will be completed outside of class time. There will be no tests per se. Instead the grade will be determined by the thoroughness and competency shown by the completion of the assignments. These day-to-day projects will count for approximately 50% of the final grade.

There will be a course-long "Paper Trail Project" which will entail a number of parts including: introductory research; a research journal, an annotated bibliography of sources used, an annotated bibliography of sources not used, physical proof of searches, and physical results of miscellaneous sources. This project will count for approximately 40% of the final grade.

The final 10% of the grade will be based upon the student's attitude, attendance, and participation.

Students will be given the grading criteria and course expectations on the course website.

B. Course Assessment

The course will be assessed using student feedback questionnaires, evidence of projects completed, and, if possible, external assessments of skills taught.

IV. METHODS AND MATERIALS

A. Methods

The course will be project-based. Students will be expected to complete projects which may be done individually or collaboratively depending on the assignment.

B.   Materials

- **Proposed Text:** William B. Badke. *Research Strategies: Finding Your Way through the Information Fo.* 3rd ed. Lincoln, NE: iUniverse, 2008. ISBN: 978-0-595-47747-0
- **Instructor's Manual**: Joanna M. Burkhardt, Mary C. MacDonald, and Andree J. Rathemacher. *Teaching Information Literacy: 35 Practical, Standards-based Exercises for College Student.* Chicago, Ill.: American Library Association, 2003. ISBN: 0-8389-0854-3
- The course will use online library research tutorials from various college libraries, especially the OASIS site at San Francisco State University. <http://oasis.sfsu.edu/>

C.   Technology

This course will use Moodle or similar course management software to enable multimode communication among students. It will also encourage students to visit the library websites of prospective colleges to explore the resources and assistance available on those sites. There will be extensive use of general World Wide Web and subscription database resources.

D.   School to Career Goals

Since this course will specifically address college-level research skills, it may be considered an intermediate step to a post-college career. The information literacy skills taught in this class are applicable in everyday life, both at home and in the workplace.

E.   Suggested Instructional Time Allocation

Weeks 1-2:
Information needs and library services (the world of information, history and place of libraries, specific libraries and their resources)
Start Paper Trail Project (a collaborative exercise which will take place throughout the entire semester. See attached outline.)

Weeks 3-5:
Using the Web for research (website evaluation, searching techniques, "free" vs. scholarly information sources)

Weeks 6-8:
Searching library catalogs and the use of library materials (keyword and Boolean searching, subject headings and cross references, classification schemes (Dewey and LC) and the location of library materials)

Weeks 9-11:
Finding and using articles online and in print (scholarly vs. popular periodicals, indexes including Google Scholar, subscription databases)

Weeks 12-13:
Ethics of using & creating information (academic integrity, plagiarism and originality, citation styles, privacy and security, free vs. fee-based information)

Weeks 14-15:
Finish Paper Trail Project

Weeks 16-17:
Wrap up and preparation for final exam
The spring semester has two to three more weeks of instruction which will be allocated to **Using the Web for research**, **Finding and using articles** and the **Paper Trail Project**.

V.   GENERAL INFORMATION

Advanced Library Research is a variable credit course, with a maximum of five credits, open to upper-division students.

A.   Prerequisites

Permission of the Teacher Librarian

B.   Requirements Met

This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

Adopted 2/12/09