

Course Syllabus

LIB 2210: Research in the Electronic Library I

1 Credit Hours

Bowling Green State University

Semester Year

INSTRUCTOR INFORMATION

Instructor: Library Faculty

Office: Jerome Library, Room

Phone:

Email:

Office hours: By appointment - please contact me by email and we can set up a time that works for both of us.

COURSE DESCRIPTION

This course is designed to teach students primarily how to use library resources, including online subscription databases, the library catalogs and Summon. We will also explore freely available information on the Internet. Through a combination of hands-on activities and practical exercises, students will learn fundamental techniques for locating, evaluating, and organizing information to be used in research papers, as well as how to correctly format source citations. Emphasis is on understanding the social value and role of quality information in the digital age. The content for this course is structured in eight-week modules. Each main module contains content, a quiz, and an assignment. The content consists of online readings or videos available through Canvas.

COURSE OBJECTIVE

The purpose of this course is to enable students to find, evaluate, and use information resources to develop the skills necessary for becoming information savvy, and for becoming life-long learners. Students completing the course will be able to:

- Determine the nature and extent of the information needed
- Access needed information effectively and efficiently
- Evaluate information sources critically and incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information critically and legally

COURSE DELIVERY / INSTRUCTIONAL STRATEGIES

This course is designed to be completely asynchronous, which means that each student may attend the online portion of the class on his or her own schedule. This class is not self-paced. It is important that you follow the attendance/participation guidelines and meet due dates and deadlines for readings and videos, discussions, assignments, and quizzes. You will be expected to log on to Canvas, at least, two times a week. The course materials include lectures, short readings, and videos. Communication will be through posted announcements and email.

REQUIRED RESOURCES / TEXTS

There is no required textbook for this class. Links to library resources as well as materials on the web will be made available online. You will need your BGSU username, password, and a current library account to access library materials. You will also need high-speed Internet access, a BGSU email account, and a reliable means of accessing and completing the course in Canvas. I've set up the course to be as mobile friendly as possible, but reliable computer access is required. Not having computer access is NOT an acceptable reason for late or incomplete work. If you have problems accessing materials for this class or need to borrow a laptop, you can go to the Jerome Library and check-out a Mac or PC laptop at the Circulation Desk. You can also find computers in the Computer Lab Room 142 (when not in use) and at the lobby of Jerome Library, 1st floor.

COMPUTER SKILL PREREQUISITES

To be successful in this online class you should be comfortable using a computer for the following functions:

- Using a word processor (changing font, spell check)
- Using email for communication
- Sending an email attachment
- Navigating the internet
- Downloading appropriate plugins/programs
- Using an internet search engine

COURSE AGENDA/SCHEDULE

All course materials are located in Canvas. This course is not self-paced! Approximately every week you'll complete a module, which contains readings, a quiz on the readings, and assignments. The final assignment builds on the knowledge and skills you will develop throughout this course.

What to expect for each module

The materials you work within each module set the foundation for the next module and will help you make progress towards the final project. To be successful in this course, you must follow the course calendar and keep up with each module. The expectation is that you will spend approximately two to three hours completing each module, each week. Each module consists of the following sections:

- **Reading**
Keep in mind, there is no textbook for this course. Instead, you will link out to a variety of materials. BGSU Librarians (including your instructor!) have created some of these materials and experts at other institutions have created some. In some instances, you will link to full text articles in the BGSU Libraries' databases; in others, you will watch short videos or read through websites.
- **Quiz**
Each module has a timed quiz that will test your comprehension of the course materials provided in the module. Each quiz will be composed of 10 questions. You will get one try and will usually have 25 minutes to complete each quiz. If you have concerns about the timed quizzes, please contact me and we can discuss possible accommodations.
- **Activities/Assignments/Projects**
There will also be short assignments that coincide with the learning outcomes of each module. Some assignments are short activities building on the topic at hand; others are milestones toward the final project. I will also provide materials that prompt you to make progress towards the final project.

GRADE BREAKDOWN:

Course Component	Percentage of Final Grade	
Quizzes	25	A. 90-100%
Weekly Assignments	45	B. 80-89%
Final Assignment	30	C. 70-79%
		D. 60-69%
		F. 0-59%

MAKE-UP AND LATE ASSIGNMENT/EXAM POLICY

Prompt completion of discussion is essential for the successful grades of your group mates. Therefore, heavy penalties will be assessed to late or missing posts. The precise point deduction will be determined by the instructor in consultation with your group mates.

As this is an online class, you will be expected to keep yourself on task. The instructor will not remind you when assignments are due. Completing assignments on time is your responsibility. Quizzes or assignments are due at 11:59 PM. I know that many students prefer to work late at night, so there is also an eight-hour grace period. Please don't wait until the morning to complete the work. Assignments submitted after the grace period

will receive a 20% reduction in points. If you find yourself having trouble completing your work on time and end up falling behind, please contact me as soon as possible so that we can develop a plan of action to help you be successful in this course.

STUDENT CONDUCT / CLASSROOM CONDUCT

Students are expected to display tolerance and respect in all communication. Communicate with others the same way you would in a traditional classroom. Comments and language should be respectful and appropriate for a college community. All comments should also follow acceptable grammar and spelling.

COMMUNICATION WITH THE INSTRUCTOR

Since this is an online course, email communications will be handled primarily by the messaging system in Canvas. Your instructor will typically respond to any email communication within 24 hours on weekdays, or within 48 hours on the weekend. Announcements will be posted regularly. Students should read the announcements and their email regularly to access course-related announcements. It is important to remember that while the Internet is available 24 hours a day, your instructor and other students are not. Call or arrange an office hour appointment if an urgent issue surfaces. To learn how to customize your course notifications within CANVAS, check the [BGSU CANVAS Student Resource Site](#).

ONLINE LEARNING

Online learning requires a different skill set than you're used to in face-to-face classes. You must stay on schedule to be successful! Here are three tips to help you:

- Schedule class time on your calendar. This can be at any time of day, but make sure you block out an hour per "class" to work through the content.
- Put due dates on your calendar. Or your task list, or your phone, or wherever you will look at them. Don't let a due date slip by.
- Remember this is a real class, with a real professor. I am here to help you. Do not hesitate to contact me along the way. Don't feel you're an anonymous student hiding behind a computer screen.

LEARNING SUPPORT SERVICES AND RESOURCES

The following are examples of important services and resources available for BGSU students:

- **Technology Support Center (TSC)**
Provides a central point of contact for faculty, staff and students for questions, problem reports, service requests and inquiries for University computer systems and communications technologies at BGSU. Email: tsc@bgsu.edu Phone: (419) 372-0999.
- **Student Technology Assistance Center (STAC)**
Students looking for CANVAS support or more in-depth assistance with computer technology for a class project should contact STAC. Students can get help in person at 122 Jerome Library (1st floor), by phone (419-372-9277) or visiting their web page at <https://www.bgsu.edu/library/stac.html>.
- **University Libraries**
Everything you need to know about accessing the BGSU library resources from a distance can be found here: <http://libguides.bgsu.edu/distance>. The main page for the BGSU library, which includes mobile access, is located at <http://www.bgsu.edu/library.html>. If you need research assistance, visit the Ask Us! webpage at <http://www.bgsu.edu/library/ask-us.html> to contact us by IM, text, email, or phone. You can also book a 1-hour research consultation with a librarian at <https://ira.youcanbook.me/>.
- **Learning Commons**
The Learning Commons provides free tutoring services to all BGSU students and is located on the 1st floor of Jerome Library. You can find some information at <https://www.bgsu.edu/learning-commons.html>. If you need online help with the writing process, visit <https://www.bgsu.edu/learningcommons/writing.html>.

POLICY STATEMENTS

CODES OF CONDUCT AND ACADEMIC HONESTY POLICY

The instructor and students in this course will adhere to the University's general Codes of Conduct defined in the BGSU Student Handbook. The Code of Academic Conduct (Academic Honesty Policy) requires that students do not engage in academic dishonesty. For details, refer to the BGSU Codes of Conduct site at <https://www.bgsu.edu/student-handbook/code-of-conduct.html>.

DISABILITY POLICY

If you have a disability that I should be aware of, please notify me so that I can make arrangements to accommodate your learning needs. To get more information about your rights, contact the Office of Disability Services for Students located in 38 College Park, 419-372-8495. (<http://www.bgsu.edu/disability-services.html>)

STUDENT VETERAN-FRIENDLY CAMPUS

BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty. See (<http://www.bgsu.edu/veteran/>) for more information.

Course Outline

Module	Readings & Videos	Quizzes, Assignments, and Discussions	Due Date												
Module 1: Research Process	Research as a Process Getting Help from the Library	Assignments: Introduction Set Your Profile Draw Your Research Process – Draw a visual representation of your research process step-by-step. Learning Goals: <table border="1"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,2</td> <td>1,2,3,4,5</td> </tr> </table> Consent for Google Introductions, Pairings, and Preferred Gender Pronouns (PGP) - Pair/Share Activity http://www.kennesaw.edu/stu_dev/glbtiq/pamphlets/GenderNeutralPronouns.pdf Discussion: Google Introductions Learning Goals: <table border="1"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,6</td> <td>1,2,3,4,5,6</td> </tr> </table>	BG Core	BGP LO	ACRL	1,2,3,5	1,2	1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,5	1,6	1,2,3,4,5,6	Week 1: Wednesday by 11:59PM Set Your Profile Sunday by 11:59PM Pair/Share Activity and Draw Your Research
BG Core	BGP LO	ACRL													
1,2,3,5	1,2	1,2,3,4,5													
BG Core	BGP LO	ACRL													
1,2,3,5	1,6	1,2,3,4,5,6													
Module	Readings & Videos	Quizzes, Assignments, and Discussions	Due Date												
Module 2: Types of Information	The Information Literacy User's Guide, pp. 63-77 ProQuest Research Companion videos: Identifying Source Types -Primary and Secondary Sources -Tell Me More: Primary and Secondary Sources -Peer Review -Scholarly Journals -Scholarly Books -Non-Scholarly Periodicals -Websites -Publications from Governments, International Organizations, and NGOs	Quiz: Types of Information Learning Goals: <table border="1"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> Assignment: Scholarly or Popular? Activity – Compare publications and publication timelines; identify the purpose, audience, and characteristics of information Learning Goals: <table border="1"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,5	1,5	1,2,3,4,5	Week 2: Wednesday by 11:59PM Quiz Sunday by 11:59PM Assignment
BG Core	BGP LO	ACRL													
1,5		1,2,3,4,5													
BG Core	BGP LO	ACRL													
1,2,3,5	1,5	1,2,3,4,5													

<p>Module 3: Information Cycle</p>	<p>Information Cycle</p> <p>Watch video from Kimbel Library, https://vimeo.com/kimbellibrary</p> <p>Information Timeline Library Tutorial from Marquette University, http://www.marquette.edu/library/lor/research101/infotimeline/engage.swf</p>	<p>Quiz: Information Cycle</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 184 1287 247"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> <p>Assignment: Write a fictional event emulating all aspects of the information cycle. Describe information cycle appropriately – how information is formally and informally produced, organized, and disseminated?</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 436 1287 499"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,4,5</td> <td>1,2,3,4,5</td> <td>1,2,3,4,5</td> </tr> </table> <p>Discussion: Post event to discussion board and reply to at least two different posts</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 636 1287 699"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,4,5</td> <td>1,3,4,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,3,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,4,5	1,3,4,5	1,2,3,4,5	<p>Week 3:</p> <p>Wednesday by 11:59PM Quiz</p> <p>Sunday by 11:59PM Assignment</p>
BG Core	BGP LO	ACRL																			
1,3,5		1,2,3,4,5																			
BG Core	BGP LO	ACRL																			
1,2,3,4,5	1,2,3,4,5	1,2,3,4,5																			
BG Core	BGP LO	ACRL																			
1,2,3,4,5	1,3,4,5	1,2,3,4,5																			
<p>Module 4: Preparing to Search</p>	<p>The Information Literacy User's Guide, pp. 26-45</p> <p>Preparing to Search</p> <p>Watch ProQuest Research Companion videos: Choosing, Finding, and Search Strategies</p> <ul style="list-style-type: none"> -Finding a Topic You're Curious About -Narrowing Your Topic -Marijuana Legalization Example -The Open Web -The Physical Library -The Digital Library -Searching Your Library Resources 	<p>Quiz: Preparing to Search</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 804 1287 867"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> <p>Assignment: Developing a Search Strategy – Develop a thesis statement; identify keywords, and apply appropriate searching techniques for the retrieval of information (Boolean, truncation, phrase searching)</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 1056 1287 1119"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,4,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,3,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,5	1,4,5	1,2,3,4,5	<p>Week 4:</p> <p>Wednesday by 11:59PM Quiz</p> <p>Sunday by 11:59PM Assignment</p>						
BG Core	BGP LO	ACRL																			
1,3,5		1,2,3,4,5																			
BG Core	BGP LO	ACRL																			
1,2,3,5	1,4,5	1,2,3,4,5																			
<p>Module 5: Finding Sources</p>	<p>Using Library Sources</p> <p>Research Databases</p> <p>Services for Students</p> <p>Tracking Down Information in the Library</p>	<p>Quiz: Finding Sources</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 1392 1287 1455"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> <p>Assignment: Finding Sources –Implement the search from previous module and use the library catalog and databases to retrieve information needed in a variety of formats</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 1665 1287 1728"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,4,5</td> <td>1,3,4,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,3,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,4,5	1,3,4,5	1,2,3,4,5	<p>Week 5:</p> <p>Wednesday by 11:59PM Quiz</p> <p>Sunday by 11:59PM Assignment</p>						
BG Core	BGP LO	ACRL																			
1,3,5		1,2,3,4,5																			
BG Core	BGP LO	ACRL																			
1,2,3,4,5	1,3,4,5	1,2,3,4,5																			

<p>Module 6: Web Searching</p>	<p>The Internet</p> <p>Watch video: "Last Week Tonight with John Oliver: Net Neutrality" (HBO) https://www.youtube.com/watch?v=fpbOEoRrHyU</p> <p>Get More Out of Google Tips & Tricks for Students Conducting Online Research – http://www.dailyinfographic.com/get-more-out-of-google-infographic</p> <p>Evaluating Information Applying the CRAAP Test handout from Meriam Library CSU, Chico https://www.csuchico.edu/lins/handouts/eval_websites.pdf</p>	<p>Quiz: The Internet</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 184 1287 247"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> <p>Assignment: Power Searching with Google – https://www.youtube.com/playlist?list=PLFB_aGY5EfxdNKx-Qj_atsG5-4mwZe7xw</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 426 1287 489"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td>1</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,3,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,3,5	1	1,2,3,4,5	<p>Week 6:</p> <p>Wednesday by 11:59PM Quiz</p> <p>Sunday by 11:59PM Assignment</p>
BG Core	BGP LO	ACRL													
1,3,5		1,2,3,4,5													
BG Core	BGP LO	ACRL													
1,3,5	1	1,2,3,4,5													
<p>Module 7: Using Sources</p> <p>Module 7: cont.,</p>	<p>The Information Literacy User's Guide, pp. 78-88</p> <p>Citing Sources and Finding an Article from a Citation</p> <p>Anatomy of a Scholarly Article from Capella Univ. http://media.capella.edu/interactivemedia/informationLiteracy/anatomyScholarlyArticle/wrapper.asp</p> <p>Watch ProQuest Research Companion videos: Avoiding Plagiarism & Using Sources -Plagiarism -Introducing Sources -Summarizing, Paraphrasing, and Quoting</p> <p>Summarizing, Paraphrasing, and Quoting Sources Handout from Eastern Illinois University Writing Center http://castle.eiu.edu/~writing/links.php</p>	<p>Quiz: Using Sources</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 625 1287 688"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,3,5</td> <td></td> <td>1,2,3,4,5</td> </tr> </table> <p>Assignment: Using Sources - Find a scholarly research article and then summarize, paraphrase, quote, and cite the article using APA guidelines.</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 867 1287 930"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,3,4,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,3,5		1,2,3,4,5	BG Core	BGP LO	ACRL	1,2,3,5	1,3,4,5	1,2,3,4,5	<p>Week 7:</p> <p>Wednesday by 11:59PM Quiz</p> <p>Sunday by 11:59PM Assignment</p>
BG Core	BGP LO	ACRL													
1,3,5		1,2,3,4,5													
BG Core	BGP LO	ACRL													
1,2,3,5	1,3,4,5	1,2,3,4,5													
<p>Module 8: Final Project</p>	<p>Concept Map template</p>	<p>Final Project: Concept Map & Narrative Reflection – Re-evaluate original visual representation created for Module 1 (week 1) and create a concept map of an updated research process including additional information details, new concepts, or steps that might have been missed. Write a short reflective paper about what you learned on this class.</p> <p>Learning Goals:</p> <table border="1" data-bbox="857 1329 1287 1392"> <tr> <td>BG Core</td> <td>BGP LO</td> <td>ACRL</td> </tr> <tr> <td>1,2,3,5</td> <td>1,2,3,4,5</td> <td>1,2,3,4,5</td> </tr> </table>	BG Core	BGP LO	ACRL	1,2,3,5	1,2,3,4,5	1,2,3,4,5	<p>Week 8 (Choose one day of finals week)</p>						
BG Core	BGP LO	ACRL													
1,2,3,5	1,2,3,4,5	1,2,3,4,5													

For more information about learning outcomes, visit the following sites:

BGP Learning Outcomes

- <http://www.bgsu.edu/bg-perspective/learning-outcomes.html>

BGSU Core Learning Outcomes

- <http://www.bgsu.edu/archived-catalog/fall-2014/general-information/the-univeristy/university-learning-outcomes.html>

Association of College and Research Libraries (ACRL)

Information Literacy Competency Standards for Higher Educations

- <http://www.ala.org/acrl/standards/informationliteracycompetency>
-