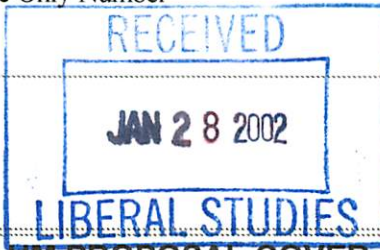


Withdrawn 10/23/03

03-4
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LSC Use Only Number



LSC Use Only Number: 233
Submission Date:
Action-Date:

UWUCC USE C Number:
Submission Date
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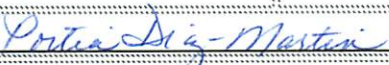
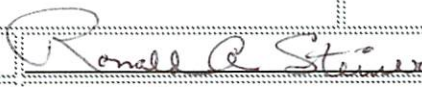
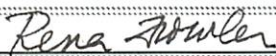
CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

I.	CONTACT		
	Contact Person	Portia Diaz-Martin	Phone 357-4893
	Department	Library	
II.	PROPOSAL TYPE (Check All Appropriate Lines)		
<u> </u>	COURSE	LIBR 151 Introduction to Library Resources	
		Suggested 20 character title	
<u> </u>	New Course*		
		Course Number and Full Title	
<u> </u>	Course Revision		
		Course Number and Full Title	
<u> x </u>	Liberal Studies Approval+ for new or existing course	LIBR 151 Information Access in the Digital Age	
		Course Number and Full Title	
<u> </u>	Course Deletion		
		Course Number and Full Title	
<u> x </u>	Number and/or Title Change	LIBR 151 Introduction to Library Resources	
		Old Number and/or Full Old Title	
		LIBR 151 Information Access in the Digital Age	
		New Number and/or Full New Title	
<u> x </u>	Course or Catalog Description Change	LIBR 151 Information Access in the Digital Age	
		Course Number and Full Title	
	PROGRAM:	Major _____ Minor _____ Track _____	
	New Program*		

LSC Use Only Number

		Program Name
_____	Program Revision*	_____
		Program Name
_____	Program Deletion*	_____
		Program Name
_____	Title Change	_____
		Old Program Name

		New Program Name
III.	Approvals (signatures and date)	
		
	Department Curriculum Committee	Department Chair
		 1/25/02
	College Curriculum Committee	College Dean
	+Director of Liberal Studies (where applicable)	*Provost (where applicable)

Part II. Description of Curriculum Change

LIBR 151 Information Access in the Digital Age

var-1sh

Serves as an introduction to students on how to become information literate. Information Literacy means being able to recognize when information is needed and having the ability to locate, evaluate, and use effectively the needed information. Information resources, both in research library and electronic formats, along with how these resources are organized, and how to use them effectively will be the focus of the course.

LIBR 151 Introduction to Library Resources

var-1sh

A lecture/laboratory course (fourteen one-hour classes) which provides an introduction to the resources of a university library, how those resources are organized, and how to use those resources effectively.

The change in title and catalog description reflects the change in the new way libraries provide information access to students in the digital environment. The change in the catalog expounds on how these technological changes play in the role of how students access information. The new title and course description describes how taking such a course would enhance the student's ability to locate, evaluate, and use the needed information in the digital age.

LIBERAL STUDIES

FORMS AND CHECKLISTS

Liberal Studies Course Approval Form

Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in Appendix to this Handbook.]
- Course Syllabus in UWUCC Format.

Note: If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (352) Sutton Hall). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.) The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course

Mathematics

KNOWLEDGE AREAS:

<input type="checkbox"/>	Humanities: History	<input type="checkbox"/>	<input type="checkbox"/>	Fine Arts
<input type="checkbox"/>	Humanities: Philos/Rel Studies	<input type="checkbox"/>	<input type="checkbox"/>	Social Sciences
<input type="checkbox"/>	Humanities: Literature	<input type="checkbox"/>	<input type="checkbox"/>	Non-Western Cultures
<input type="checkbox"/>	Natural Sci: Laboratory	<input type="checkbox"/>	<input type="checkbox"/>	Health & Wellness
<input type="checkbox"/>	Natural Sci: Non-laboratory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
-X	-	-	-	A. Intellectual Skills and Modes of Thinking:
X	-	-	-	1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
X	-	-	-	2. Literacy—writing, reading, speaking, listening.
--	-	-	-X	3. Understanding numerical data.
--	-X	-	-	4. Historical consciousness.
--	-	-	-X	5. Scientific Inquiry.
-	-X	-	-	6. Values (Ethical mode of thinking or application of ethical perception).
-	-	-X	-	7. Aesthetic mode of thinking.
-X	-	-	-	B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
-	-	-	-X	C. Understanding the Physical Nature of Human Beings
-X	-	-	-	D. Collateral Skills:
-X	-	-	-	1. Use of the library.
-X	-	-	-	2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

- A. The Curriculum Development Committee and the Faculty Committee will set departmental guidelines through meetings in regards to any curriculum development to ensure that basic equivalency exists.
- B. LB 151 focuses on information access in the digital environment which will cover all resources available and will include the perspectives and contributions of ethnic and racial minorities and of women appropriate to the subject matter being covered. These resources may include databases, web sites, and other library resources.
- C. A section for required reading is provided on the syllabus which includes a textbook by Bolne and Poirier (2001) *The Research Process: Books and Beyond* along with other readings chosen by the instructor which will vary due to the general nature of information access, students will gear there readings to a specific subject area they are researching.
- D. Although this serves as an introductory course intended for a general student audience it is designed to reflect the reality that it may be the only formal college instruction these students will get in using the library. Therefore, this course serves to survey library reference and research methods, processes, materials, and techniques. The student will develop critical skills to effectively use electronic and print library resources for locating information and preparing term papers, oral presentations, projects, and thesis. The student will be able to select a topic of scholarly, professional or personal interest to her or him and to identify and analyze information need relative to that topic.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

Meet the "General Criteria Which Apply to All Liberal Studies Courses."

Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Syllabus of Record

I. Catalog Description

LB 151 Information Access in the Digital Age 1-3 credits

1-3 lecture hours

(1-3c-1-3l-1-3sh)

Prerequisites: None

II. Course Objectives

This course will serve as an introduction to students on how to become information literate. **Information Literacy** means being able to recognize when information is needed and having the ability to locate, evaluate, and use effectively the needed information. Information resources, both in research library and electronic formats, along with how these resources are organized, and how to use them effectively will be the focus of the course.

III. Course Outline

- Students will learn the locations of Library departments, identify services each provide, and the policies governing their use.
- Students will learn how information has been traditionally organized and how changes have occurred with increasing technology.
- Students will learn how to use the online catalog of Stapleton and other libraries to locate bibliographic information, do direct borrowing of items, or borrow them through interlibrary loan.
- Students will write a paper and learn the mechanics of writing a research citation.
- Students will learn to choose and use appropriate paper and electronic tools to locate relevant periodical articles, and find them in all formats.
- Students will learn to access information databases.
- Students will learn the history and development of the Internet and the WWW, how to search it, and how to evaluate the information they find.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Worksheets and in-class activities, quizzes 40%*

First Exam	20%*
Second Exam	20%*
Final Assignment/Exam	20%*

Total Points 100%*

*These are estimates and may change throughout the semester.

V. Required textbooks, supplemental books and readings

Textbook: Bolne, Myrtle and Galyle A. Poirier (2001) *The Research Process: Books and Beyond* Kendall/Hunt Publishing Company.

VI. Special resource requirements

NA

VII. Bibliography

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog* Lincoln, NE: Writer's Club Press/Universe.com.

Will be provided more as needed at instructors discretion.

Course Analysis Questionnaire

A. Details of the Course

A1 This course will be an elective for students in the in the Liberal Studies program.

A2 This course does not require changes in any other courses or programs in the department.

A3 This course is not intended to be dual level.

A4 Similar courses are offered at these institutions:

*(**)University of Northern Colorado: Introduction to Undergraduate Research

*(***)SUNY at Binghamton: Information Resources - Use & Evaluation of

Electronic Library Information Sources

*Ithaca Collge: Library Resources and Methods of Research

*West Valley College: Information Retrieval

*A catalog description and/or syllabi for each course is attached to this proposal.

**Primary Peer Institution

***Secondary Peer Institution

B. Interdisciplinary Implications

B1 This course does not overlap with any other courses at the University.

C. Implementation

C1 No new faculty are needed to teach this course.

C2 Other Resources

a. Current space allocations are adequate to offer this course.

b. The department budget is sufficient to purchase supplies for this course.

c. Library holdings are adequate.

C3 No grant funds are associated with this course.

C4 This course will be offered at least twice a year, in the Spring and Fall semester.

C5 At least one section of the course will be offered at a time.

C6 Minimum of at least 16 and a maximum of 35 students will be accommodated in this course. The nature of the lab activities restricts enrollment to this number.

D. Miscellaneous

No additional information is necessary.

INTRODUCTION TO UNDERGRADUATE RESEARCH

LIB 150 Syllabus

Course Description

An information literate person knows how to locate, evaluate, and use information from a variety of sources. This one credit course will introduce effective research techniques designed to increase the student's ability to focus an information need and retrieve and analyze information from both traditional print and electronic library materials and the Internet. Upon successful completion of the course, the student will have created a bibliography that can be used for a research paper for another course. In addition, the student will have mastered basic research techniques and methodologies that will serve him or her throughout their college studies.

Course Objectives

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

Formulate a logical plan to search for information.

- A. The student can narrow an initial question that may be too broad in scope.
- B. The student can identify pertinent disciplines or fields of study and can identify appropriate sources for a topic.
- C. The student can choose vocabulary appropriate to a particular database.
- D. The student understands the implications of finding little or no information on a selected topic.

Use access tools to identify information sources.

- A. The student understands the purpose of some common types of access tools such as catalogs, bibliographies, and indexes.

- B. The student knows that access tools vary in subject coverage, in the type of sources covered, in format, and in available access points.
- C. The student can identify the difference between controlled vocabulary searching and keyword searching.
- D. The student can interpret citations from print and computerized information sources.
- E. The student can identify the types of materials found in UNC Libraries' online catalog, and can perform basic searches.
- F. The student can use search tools on the World Wide Web to find information.

Understand that information sources vary in content and format.

- A. The student can identify various formats of information sources found in an academic library.
- B. The student can distinguish between popular and scholarly treatments of a subject.
- C. The student can evaluate the relevance, quality, and appropriateness of a source.
- D. The student can identify unrecorded sources of information.

Understand how the collections of information sources in the UNC Libraries are physically organized and accessed.

- A. The student can identify the location and general functions of the service areas in the UNC Libraries.
- B. The student can identify the location and general content of the various collections in Michener Library and Music Library.
- C. The student can determine the availability and location of specific materials in the UNC Libraries.
- D. The student understands the purpose of a call number, and can locate a call number in the UNC Libraries.
- E. The student understands the purpose of a classification scheme, and knows that the Library of Congress classification scheme is used for many materials in Michener Library.

Required Text

Mann, Thomas. *The Oxford Guide to Library Research*. New York: Oxford University Press, 1998.

It is recommended, but not required, that students purchase an MLA Style Manual.

Grading

Students will be required to complete weekly exercises and create an annotated bibliography that could be used for a research paper. In addition, there will be a cumulative exam covering material from text and lecture.

The exam will include objective and short answer questions.

Grade Allocation:

Exercises and Quizzes	50 points possible
Bibliography	100 points possible
Exam	50 points possible

Grade Assignment

180 – 200 points	A
160 – 179 points	B
140 – 159 points	C
120 – 139 points	D
0 - 119 points	F

Attendance and Participation

Attendance is essential for success in this course. Students are expected to complete readings when assigned and participate in class discussions. Above all, students are required to conduct themselves in a professional manner at all times.

Students with special needs should contact the instructor as soon as possible.

Binghamton University
 School of Education and Human Development
 HDEV210 Spring 2002 January 29-February 28, 2002

**Information Resources:
 Use & Evaluation of Electronic Library Information Sources**

<u>General Information</u>	<u>Course Description</u>	<u>Course Objectives</u>	
<u>Recommended: Textbook & Journal Article</u>	<u>Attendance, Assignments, Grading</u>	<u>Campus Computer Accounts</u>	
<u>Course Schedule</u>	<u>Readings</u>	<u>Assignments</u>	<u>Annotated Bibliography</u>

General Information

- **Course Credit:** Two (2) Undergraduate credits; Pass/Fail only
- **Time:** Tuesday and Thursday 5-7pm
- **Location:** Science Library Rm. SL209
- **Instructor:** Prue Stelling
- **Office:** Bartle Library LSG 615 (ground floor of Bartle Library)
- **Office Hours:** Tuesday and Thursday 1-2pm and by appointment
- **Phone:** 777-4336
- **Email:** pstellin@binghamton.edu
- **Course Website:** <http://library.lib.binghamton.edu/instruct/hdev210/index.html>

Course Description

This course is designed to introduce students to strategies and skills for locating, evaluating and using print and electronic information in the Binghamton University Libraries and on the World Wide Web. Students will learn how to use information technologies and traditional library sources to examine a current issue in the social sciences. Instructional methods include lectures, on-line demonstrations, readings, hands-on computer exercises, and a final annotated bibliography project.

Course Objectives

After completion of the course, the student will be able to:

- understand the nature, characteristics and organization of information in Libraries
- define a research problem or issue
- design and implement an effective search strategy
- locate and retrieve relevant information in the social sciences in books, government documents, articles, and reference books by using the online catalog, electronic databases, and world wide

web sources

- evaluate and document appropriate sources
- feel more confident about using the information resources of a large academic library

Recommended: Textbooks & Journal Article

List, Carla, (1998) *An Introduction to Information Research* New York: McGraw-Hill.
Available on Reserve in the Reserve Reading Room, Bartle Library Z711.2 .L57 1998

Badke, William B. (2000) *Research Strategies: Finding Your Way Through the Information Fog*
Lincoln, NE: Writer's Club Press/iUniverse.com. Access at <http://www.acts.twu.ca/LBR/textbook.htm>

[The Academic Journal: Has it a Future?](#)

Attendance, Assignments, Grading

- Students are required to attend all class sessions, to participate in class activities, and to complete the appropriate readings
- Students are required to send email messages to the instructor & to meet once with her to discuss their topic
- Students are required to complete the (6) assignments and the annotated bibliography project; Part A and Part B
- A grade of P/F will be determined by the satisfactory completion of the 6 **assignments** (42%) & the **bibliography** project: part A (10%) and part B (48%)
- This course will require use of the University Libraries' materials and facilities. It is the student's responsibility to be aware of the hours the library is open during the summer session

Campus Computer Accounts

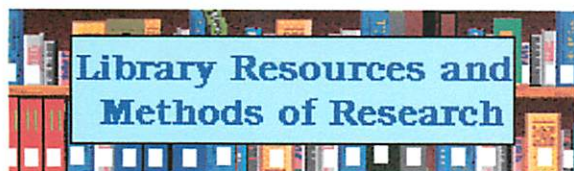
Students will need to use a campus email account. If you do not have one, you can set up this account through the Computer Center. Once you receive your account, please send your email address to the instructor. Students are expected to abide by [Computing Services' Acceptable Use Policy](#) regarding the use of computer accounts, hardware, and software.

Library Web Resources

The [Binghamton University Libraries Home Page](#) provides links to Books & Articles, Internet & Library Resources, Web Search Tools, Library Services and general information About the Libraries.

Students using computers off campus will need to follow the directions on the [Electronic Resources](#) page to connect to "BU"only resources.

Created May 14, 2001, revised January 17, 2002
<http://library.lib.binghamton.edu/instruct/hdev210/index.html>
Comments to Prue Stelling - pstellin@binghamton.edu



Welcome

The Ithaca College Library offers a one credit course, *Library Resources and Methods of Research*, during both blocks of the Fall Semester and the first block of the Spring Semester. The course includes a general introduction to the library's collections and services and provides instruction in planning a search strategy and conducting library research. *Library Resources and Methods of Research* has been offered at Ithaca College since 1974.

Here is the [current schedule](#).

Here is the [Online Study Guide](#) for *Library Resources and Methods of Research*.

Here is the description of the course from the most recent H&S Supplement:

336-105, LIBRARY RESOURCES AND METHODS OF RESEARCH

(U LA), 1 CREDIT

INSTRUCTOR: Librarians

ENROLLMENT: 15 students per section

PREREQUISITES: None

OBJECTIVES: To enable students to 1) understand and use basic library materials and services, reference tools, periodical databases and other online resources; 2) comprehend the nature of research; 3) be able to formulate and clearly define a research topic and plan a search strategy; 4) become better critical thinkers as they analyze and evaluate the information and materials they gather.

STUDENTS: Primarily first year students and sophomores. Open to students in all majors.

FORMAT AND STYLE: A combination of classroom lectures and laboratory workshops in the library.

REQUIREMENTS: Regular attendance and active participation. Required text is an online study guide.

GRADING: A-F. The final grade is based on effective class participation, bibliographic search projects and assignments, quizzes, and an exam.

This page maintained by: [John R. Henderson](#)

<http://www.ithaca.edu/library/course/welcome.html>

1/17/2002

[Ithaca College Library.](#)

Author: John R. Henderson

Last modified: October 18, 2001

LIBRARY 4

Information Retrieval

Course Information

Description

This library skill course is designed to enhance the student's ability to recognize the need for information, identify the location of information, evaluate and organize the information and present the information effectively. This one unit course is an independent study with an online workbook. Course assignments are designed to promote a hands-on approach to printed and electronic information resources.

Objectives

Upon completion of this course students should be able to:

- Locate materials and service desks in the WVC Library.
- Demonstrate knowledge of the Library of Congress Classification Scheme.
- Access information on various topics using the online catalog, printed indexes and electronic resources.
- Employ basic search techniques to locate information on the Internet.
- Evaluate, organize and present information effectively.
- Demonstrate an understanding of the basics of research paper development.

Requirements

- Attend an orientation meeting. If you register later than orientation, please make an appointment with the instructor.
- Submit all assignments.
- Schedule and attend final individual meeting with the instructor.

Required Materials

There is no textbook required. If you would like additional information, read *An Introduction to Information Research* by Carla List. This book is placed on **Reserve**. The self-paced workbook is on this web site: <http://webct.cvc1.org/public/LIB4/>

Assignments

Course completion is dependent on satisfactory completion of the self-paced online workbook assignments. There are no examinations given. Students may ask any reference librarian to clarify questions about the assignments. **All six assignments should be submitted by**