Information Literacy
CORE110 [all sections]
Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description
This course is designed to provide learners with the skills that are fundamental to becoming an information-literate professional who can locate, evaluate, organize and communicate information. The abundance and rapid flow of data requires skill development in the understanding of information resources, accessing information sources, determining the credibility of Internet information, logically organizing sources and finally presenting the information professionally

II. Required and Supplementary Instructional Materials
Solomon, A., Wilson, G., & Taylor, T. (2012). *100% information literacy success*. (2nd ed.).
Boston, MA: Wadsworth Cengage

III. Course Delivery
There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact "live," which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the Course at a Glance section which will note any synchronous activities.

IV. Learning Outcomes
Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each course and each undergraduate and graduate program of study, as well as institution-wide outcomes related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate's knowledge and skills.

Upon successfully completing this course, the learner will be able to:
1. List the specific skills required for an individual to be an information-literate student or professional.
2. Locate, access, retrieve evaluate, use, and communicate information effectively.
3. Define the steps in effective research.
4. Use several techniques to search for relevant information.
5. Identify several common sources for information
6. Use library resources to find and access information
7. Use a set of criteria to evaluate information and information sources
8. Identify specific criteria that should be used to evaluate Web pages for credibility and appropriateness.
9. Explain the purpose and importance of effective information organization.
10. Describe methods of organizing verbal and visual information.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V.   **Expectations**
Learners can expect the instructor to:
- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:
- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see course late policy)
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the course ID (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College Student Code of Conduct and Standards of Academic Integrity
- Create and submit original work

VI.   **Grading Scale and Criteria**

Grade	Quality Points	Course Scale
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

Grade:	Criteria and Guidelines:
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means "you're fired.")
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII.   College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- Undergraduate Catalog: For learners who do not possess a bachelor's degree, are pursuing an additional bachelor's degree or for graduate learners who are enrolled in 100-400 level courses.
- Graduate Catalog: For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.

Non-Discrimination Policy
Student Code of Conduct
Academic Integrity Policy
Policies for Dealing with Violations of Academic Integrity
Incomplete Policy
Withdraw Policy

VIII.   Course Policies

Students are expected to read and abide by the course policies located in the instructor-specific syllabus in the Blackboard course.

IX.   **Technology Requirements**

X.   Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI.   SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing.   Your assignments may be run through this software.

XII.   Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussion Board	9	225	22.5%
Empower Quizzes	6	180	18%
Resource Exploration Assignment	1	75	7.5%
Creating the Research Question Assignment	1	20	2%
Web Research Assignment	1	20	2%
Website Evaluation Assignment	1	30	3%
Reviewing and Revising the Search Process Assignment	1	30	3%
PowerPoint Presentation	1	50	5%
Personal Note-taking Procedure Assignment	1	20	2%
Topic Selection Assignment	1	10	1%
Narrow the Research Topic Assignment	1	10	1%
Internet Resources Assignment	1	20	2%
Scholarly Journal Assignment	1	50	5%
Locating Books Assignment	1	10	1%
Academic Integrity Test	1	50	5%
Annotated Bibliography	1	200	20%
Total Points	**29**	**1000**	**100%**

XIII.   **Course at a Glance:**

Unit	Reading & Preparation Activities	Graded Work Due

1	• Read the syllabus
	• Read Chapter 1 in Solomon & Taylor
	• View the library tutorial videos:
	  o Blackboard Library Resources
	  o Library Website Orientation
	  o Using General Databases
	  o Advanced Database Searching Skills
	  o E-Books
	  o Additional Resources
	  o Internet Search Strategies
	• Complete the 6 Empower tutorials
	• Read the Resource Exploration Assignment
		• Introductions discussion
		• Empower Quizzes (6)
		  o Starting Your Research
		  o Choosing Your Topic
		  o Using the Catalog
		  o Finding Articles
		  o Citing Sources
		  o Using the Web
		• Library Video Tutorials discussion
		• Topic Selection assignment

2	• Read Chapter 2 in Solomon & Taylor • View Information Cycle video	• Information Cycle discussion • Chapter 2 discussion • Resource Exploration assignment • Creating a Research Question assignment • Narrow the Research Topic assignment
3	• Read Chapter 4 in Solomon & Taylor • Read CRAPP handout	• Evaluation Acronyms discussion • Chapter 4 discussion • Web Research assignment • Website Evaluation assignment • Internet Resources assignment
4	• View the Scholarly Journal vs. Magazines video	• Reviewing and Revising the Search Process assignment • Scholarly Journal assignment
5	• Read Chapter 5 in Solomon & Taylor • Read "Tips for Creating Effective PowerPoint Slides"	• Chapter 5 discussion • Rough Draft PPT Presentation discussion • PowerPoint Presentation assignment (final draft) • Locating Books assignment

Unit	Reading & Preparation Activities	Graded Work Due
6	• Read Chapter 6 in Solomon & Taylor • Read SCPS's policy on plagiarism and academic dishonesty (link in Syllabus) • Read the Avoiding Plagiarism handout • Read Documenting Sources on the Hacker Handbooks (Bedford/St Martin's) web resource page, including the sections: Overview, APA in-text citations, APA list of references, and APA manuscript format. • Read the Note-Taking Skills handout	• Chapter 6 discussion • Personal Note-taking Procedure assignment • Academic Integrity Test • Annotated Bibliography assignment (final)

XIV. **College Resources**
Advising
Self-Service
Withdraw Form
Blackboard Learn
SCPS Bookstore
Deets Library
Online Writing Center: View this brief video tutorial that explains how to enroll in Blackboard
IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV. **ADA Compliance Statement**
Southwestern College Professional Studies is committed to making reasonable accommodations for qualified students with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.

XVI. **Senior Capstone and Graduate Projects:**
The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.